651. Report on Popular education in the Panjab and its dependencies for the year 1870-71, by Capt. W. R. M. Holroyd, B.S.C., Director of Public Instruction, Panjab.

VII 93

REPORT

ON

POPULAR EDUCATION

IN THE

PANJAB AND ITS DEPENDENCIES,

FOR THE YEAR 1870-71,

BY

CAPTAIN W. R. M. HOLROYD, B. S. C.,

DIRECTOR OF PUBLIC INSTRUCTION, PANJAB.

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TABLE OF CONTENTS.

Section.	Subject.	Page.
	REVIEW OF THE REPORT BY GOVERNMENT	1—4
	DIRECTOR'S REPORT	1
I	CONTROLLING AGENCIES	6
II & III	UNIVERSITIES AND GOVERNMENT COLLLEGES	11
	Lahore Government College	18
	Dehli Government College	20
IV	GOVERNMENT SCHOOLS	24
	A—Government Zil' Schools	,,
	B ,, Town ,,	31
	C ,, Village ,,	33
	D ,, Female ,,	35
	E ,, Jail ,,	36
V	PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION	,,
	Private Schools of the Higher Class	38
	,, ,, ,, Middle ,,	40
	,, ,, ,, Lower ,,	41
	,, Female Schools	42
VI	INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION	43
	A—Government Normal Schools	,,
	B—Private Normal Schools	44
VII	SCHOLARSHIPS	45
VIII	EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE	46
IX	THE ENGLISH LANGUAGE IN INDIAN EDUCATION	47
X	BOOK DEPARTMENT	52
	CONCLUDING OBSERVATIONS	56
	APPENDIX.	
	REPORTS OF PRINCIPALS OF COLLEGES AND INSPECTORS OF SCHOOLS—	
	Report on Lahore College	1—6
	,, ,, Dehli ,,	1—4
	Report of Inspector of Schools, Ambālā Circle	1-30
	,, ,, ,, Lahore Circle	1-24
	,, ,, ,, Rāwal Pindī Circle	1-14
	,, ,, ,, Multān Circle	1-19
	Report on Bengal Military Normal School	1—2
	,, ,, Roman Catholic Orphanage, Simlā	,,
	STATEMENTS.	
	IMPERIAL RETURNS.	
B I	Results of the Examination of the University of Calcutta as regards the Panjab	iii
B II	General Statement of Educational Institutions	iv—v
	LOCAL RETURNS.	
	Statement of Government Colleges	vi—vii
	,, ,, Schools of the Higher Class	,,
	,, ,, ,, ,, Middle ,,	viii—xiii
	,, ,, ,, ,, Lower ,,	xiv—xv
	,, ,, Female Schools ,, ,,	xvi—xvii
	,, ,, Jail ,, ,, ,,	xviii—xix
	Statement of Grant-in-aid European, East Indian, or Christian Schools	xx—xxi
	,, ,, ,, Schools of the Higher Class	,,
	,, ,, ,, ,, ,, Middle ,,	xxii—xxiii
	,, ,, ,, ,, ,, Lower ,,	xxiv—xxv
	,, ,, ,, Female Schools ,, ,,	xxvi—xxvii
	,, ,, Indigenous Schools	xxviii—xxix
	Statement of Normal Schools	xxx—xxxi
	,, ,, Grant-in-aid Normal Schools	,,
	,, ,, Endowment and Building Funds of the Schools for European and Eurasian Children	xxxii
	,, ,, Private Donations and Endowments	xxxiii
	,, showing position, salary, &c., of College Students who matriculated previous to Dec. 1870 and left during 1870-71	xxxiv
	,, ,, how the Students who matriculated in 1870 are employed	,,
	,, ,, the number of Students of Zil' Schools who have obtained employment during 1870-71	xxxv
	,, ,, the number of Students of Vernacular Schools ,, ,,	,,
	,, ,, ,, ,, Pupils in each Class of Zil' Schools	xxxvi
	,, ,, ,, ,, Pupils in each Class of Govt. Town Schools	xxxvii
	,, ,, ,, ,, ,, ,, ,, ,, Village ,,	xxxviii
	Return of Candidates passed for employment in the Educational Department	xxxix

Proceedings of the Hon'ble the Lieutenant-Governor of the Punjáb in the Home Department,—No. 156, dated the 19th January 1872.

READ—

Annual Report on Education in the Punjáb for the year 1870-71, furnished by Captain W. R. M. HOLROYD, Director of Public Instruction Punjáb.

REMARKS.—The Lieutenant-Governor observes that the assignment from the Imperial Revenues at the disposal of the Educational Department for the year 1870-71 was Rs. 6,27,641, as compared with Rs. 6,32,179 in the previous year. Private contributions to grant-in-aid institutions amounted to Rs. 1,87,062, against Rs. 1,88,918 in 1869-70.

2. The following table shows the amount expended on the different classes of educational institutions :—

Name of Institution.	Amount expended.	
	Rs.	
Colleges	57,901	Government.
	None.	Grant-in-aid.
Schools of higher class	37,190	Government.
	71,102	Grant-in-aid.
Schools of middle class	1,38,175	Government.
	1,11,858	Grant-in-aid.
Schools of lower class	1,66,950	Government.
	58,278	Grant-in-aid.
Female Schools	14,267	Government.
	66,592	Grant-in-aid.
Normal Schools	29,262	Government.
	28,015	Grant-in-aid.

3. His Honor observes with satisfaction that the number of boys in Government Colleges increased from 89 to 102 during the year under report, the number in Government Schools of the higher class from 171 to 193, and in those of the middle class from 8,849 to 9,211. The number of boys in Government Schools of the lower class was 43,246 at the close of 1870-71, as compared with 43,862 at the close of 1869-70. This decrease is owing to the further reduction made in the number of village schools, which was necessitated by the extension of the measure introduced in the previous year that no teacher should be employed on a salary of less than Rs. 10 per mensem. His Honor is glad to learn that, though the number of village schools was reduced, the average number of boys in each such school throughout the province was greater at the close than at the commencement of the year, and that the total number on the rolls of all such schools at the close of the year was considerably in excess of the average number on the rolls during the year. The temporary diminution in the attendance at village schools will be amply counterbalanced by the increased efficiency which must be the result of securing a properly-paid class of teachers.

4. *Controlling agencies.*—The system of appointing District Inspectors, men of higher education and position than the Chief Muhurrirs ordinarily employed, had been tried experimentally in several districts. It was made a condition of these appointments that the District Inspectors should be as directly subordinate to the Deputy Commissioner as the Chief Muhurrirs had been; for the Lieutenant-Governor believed it expedient to maintain the connection of the district authorities with the primary schools, the supervision of which by officers of this department is liable at present to be imperfect from their number and the smallness of the inspecting staff. The only difference between the District Inspector and the Chief Mohurrir is one of degree,—higher pay procuring a better class of men. It is desirable to make the change general, but its feasibility depends on financial considerations.

5. His Honor regrets to notice that *Local Committees* of Public Instruction display, as a rule, no interest in education. Their co-operation cannot but be most valuable, and District Officers should impress upon the members of such committees the importance of the duties entrusted to them. The Local Committees at Nurpúr, in the Kángra District, Ferozpore, Gujeránwála and Kohát are mentioned with commendation, and His Honor's acknowledgments will be conveyed to them for the services they have rendered.

6. *University Examinations.*—Four students presented themselves for the Calcutta University B. A. Examination, of whom one, a student of the Dehli College, passed in the first division, gaining the second place in the whole presidency. Of 20 candidates for the First Arts Examination, 15 passed, and of 74 candidates for the Entrance Examination, 51 passed. These results are, His Honor considers, very satisfactory on the whole. His Honor is glad to notice the small percentage of failures among candidates for the Entrance Examination, compared with the previous year.

7. *University College.*—This institution has made as much progress as could fairly be expected in so short a time from its inauguration, and its funds have so largely increased as to enable it to draw the maximum grant-in-aid of Rs. 21,000,—its total income having risen to about Rs. 43,000. The inconvenience, alluded to by the Director, of students being compelled to go up for the examination of both the Calcutta University and the Lahore College will be obviated if the Government of India decides on according to the latter institution the power of conferring degrees. A committee is about to report on a scheme of examinations in arts and special faculties, framing such rules as to ensure the degree examinations being as severe as those of the Calcutta University.

8. The faculties of Law and Medicine of the University College have done good work during the year.

9. His Honor, in commenting on an Annual Report, which should only record results, will not enter into several questions raised by the Director as to the advantages of encouraging oriental studies or the manner of encouraging vernacular literature. The questions are of great importance, and have given occasion to great discussion, but are still two much in dispute for a report. The Director believes that greater advantages would be gained by offering the McLeod-Kashmír, Alexandra and Patiála Scholarships to graduates of Government Colleges reading for the M. A. Examination. Whether this view be correct or not, the scholarships in question have been given on certain conditions and for certain objects, and these conditions must be faithfully observed.

10. *Lahore College.*—The number of regular matriculated students at the close of the year was 48, as compared with 45 at the close of 1869-70, and the daily average attendance during the year 40, against 22 in the previous year. The College sent up one of its students for the Calcutta University B. A. Examination, who failed in Arabic; but 9 out of 13 candidates passed the First Arts Examination, 3 of whom obtained scholarships of the value of Rs. 50 per mensem in the Rurkí College.

11. *Dehli College.*—This College contained 51 students at the close of the year, against 34 at the close of the previous year; the daily average attendance was 34, as compared with 24 in 1869-70. Three students of the Dehli College went up for the B. A. Examination, of whom one passed; and 7 for the First Arts Examination, of whom six passed. Of six students who left the College in the course of the year, four obtained appointments of the average value of Rs. 90 per mensem.

12. These results indicate a marked improvement in the number and success of the students of both Colleges, which the Lieutenant-Governor observes with much satisfaction.

13. The appointment of additional Professors for the Government Colleges is no doubt desirable, but His Honor is unable to make any promise on the subject. There is small hope of funds being available during the current year to meet so large an additional expenditure as these appointments would involve.

14. With reference to the remarks in para. 68, His Honor does not understand that the graded system imposes any bar to the interchange of appointments between Principals and Professors, or the promotion of either to the higher grades of the department. As a rule, Principals are more profitably employed in teaching, and Inspectors in the work of inspection, but whenever a change of appointment is desirable there would seem no technical objection to the change.

15. *Government Schools of the higher class.*—These at present exist in the cities of Lahore, Dehli and Amritsar only, and teach up to the standard of the Calcutta University Entrance Examination. The number of boys in these schools increased during the year from 171 to 193, and the average daily attendance from 114 to 171. For the Entrance Examination, the Lahore School sent up eight boys, of whom five passed, the Dehli School 15 boys, of whom 12 passed, and the Amritsar School 13 boys, of whom six passed, or, in all, there were 36 candidates from Government Schools of the higher class, of whom 23 were successful. In the previous year there were 50 candidates, of whom 22 were successful. These schools are thus shown to have made fair progress during the past year.

16. *Private Schools of the higher class.*—The Bishop Cotton School at Simla is the only school of this class for European boys. His Honor notices with satisfaction that this school is reported to have maintained its high reputation gained in previous years.

17. The remaining schools of this class are nine Anglo-Vernacular Mission Schools established in various towns of the province, and one high Vernacular School at Ludiana. The Mission Schools sent up 31 candidates for the Calcutta University Entrance Examination, of whom 24 passed. For the Middle School Examination 30 out of 66 candidates passed. His Honor is glad to notice this improvement compared with last year, when the general failure of scholars from Mission Schools to pass the Middle School Examination was commented upon by the late Lieutenant-Governor.

18. The Lieutenant-Governor is gratified to learn that the measures taken to secure more efficient teachers for *middle class schools* have already produced the good results noted in para. 98 of the report.

19. The cause of the decrease in *lower class* or *village schools* has been already remarked upon.

20. *Female Schools.*—The number of female schools was still further reduced during the year. The number of Government female schools fell from 164 to 138, and of aided female schools from 433 to 369. This continued decrease is chiefly owing to the want of competent female teachers. His Honor trusts that the normal schools for females at Dehli, Amritsar, and other towns, which His Honor is glad to observe are on the whole well reported of, will by degrees in some measure supply this want by providing trained female teachers.

21. The improvement in the class of students attending the Government *Normal Schools* at Lahore, Dehli, and Ráwalpindi is noticed with satisfaction by His Honor, as also the fact that, while in 1869-70 48 students from these schools obtained certificates, of which one-half were of the 4th or lowest grade, in 1870-71 51 students obtained certificates, four-fifths of which were of the 2nd and 3rd grades. Mr. Davies looks upon these schools as of the very greatest importance, and is extremely glad to see that they are improving.

22. The Lieutenant-Governor agrees generally in the remarks upon *English Education* contained in Section IX. of the Report. It is unquestionably preferable to maintain a smaller number of Anglo-Vernacular Schools on an efficient footing than to scatter broad cast a smattering of English which can be of no practical use to the recipient. The number of English Schools may be still further reduced with advantage. There is no fear of the study of English becoming unpopular; for it is the means by which students hope for employment, and without it the difficulty of rising in the world becomes each year greater. But those who desire instruction in English should be encouraged to seek it in the large district or provincial schools, where alone it can be taught with efficiency, as in these alone can highly-paid and competent masters be obtained. His Honor is of opinion that it is undesirable to permit any student in our

schools to commence the study of English until he has been well grounded in the vernacular. Though there was a diminution during the year in the number of students learning English, owing to the application of the above principles, yet the statistics given in para. 178 of the Report show that substantial progress was made in the matter of English education.

23. The operations of the *Book Department* appear to have been generally satisfactory, but Mr. Davies is under the impression that the vernacular books might with advantage be sold cheaper. The works and papers selected for translation do not strike him as well selected.

24. The Lieutenant-Governor has not failed to notice the mention of the assistance given to the department by the gentlemen named in paras. 214, 215, 216. The services of the Director and Inspectors during the year are also acknowledged by His Honor.

ORDERED, that the foregoing remarks, together with the report, be printed and circulated for general information.

By order of the Hon'ble the Lieutenant-Governor,

LEPEL H. GRIFFIN,

Offg. Secretary to Government, Punjáb.

REPORT

ON

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BY

CAPT. W. R. M. HOLROYD, B. S. C.

The assignment from imperial revenue, the expenditure from it, and the saving.

The assignment from the imperial revenue for expenditure on education in the Panjāb during 1870-71 amounted to Rs. 6,51,089,* and the expenditure sanctioned for printing charges to Rs. 4,256, making in all Rs. 6,55,345. Deducting Rs. 6,704 for official postage, and Rs. 21,000 on account of the grant to the Panjāb university college—charges not under the control of the department—there remained Rs. 6,27,641. The expenditure amounted to Rs. 5,97,617,† and the savings to Rs. 30,024.

Detail of expenditure in excess of budget provision and of savings.

2. The expenditure under certain heads exceeded the budget provision, the aggregate excess of expenditure amounting to Rs. 41,130. The total savings on the other hand were Rs. 71,155. The difference between these two sums is the net saving that lapsed to Government. The principal items of expenditure in excess of budget provision are shown below :—

1.	Deputation allowance of Officiating Director and of office establishment	1,651
2.	Salary of members of Zil' School Staff charged to Colleges	8,600
3.	Charges on account of the Educational Press—sanctioned late—no formal provision made in budget	29,564
4.	College scholarships	1,023
5.	Aggregate of petty items	292
	Total	41,130

* This includes a supplementary grant of Rs. 2,000 for patronage of literature made in May 1870.

† Inclusive of Rs. 5,000 on account of library, books, &c., drawn but not shown in the returns, as the books were not distributed before the close of the year.

The following statement shows how the savings have been effected :—

1.	Travelling allowance and contingencies of Director	1,685
2.	Printing charges—owing to reduction in number of copies of annual report ordered by Government	2,010
3.	Purchase of books	8,719
4.	Allowance for *Atālīq-i-Panjāb*	2,100
5.	Passage money of State scholars	1,500
6.	Grant for lectures (discontinued) by Anjuman-i-Lahore	1,148
7.	Salaries of Inspectors, Assistant and Deputy Inspectors, and Chief Muharrirs and establishments	4,298
8.	Travelling allowance and contingencies of ditto ditto	6,645
9.	Zil' school establishments, including Rs. 8,600 on account of salary of Masters attached to Colleges	16,719
10.	Normal Schools	891
11.	Petty construction and repairs	4,713
12.	Reserve for increase of salaries of Inspecting Officers	960
13.	Amount allowed in excess by Supreme Government	1,079
14.	Aggregate of petty savings	968
15.	Grants-in-aid	17,720
	Total	71,155

The details of the savings from the assignment for grants-in-aid are given below :—

				Brought forward, Rs		12,000	0	0
Nīl kā katrā Anglo Vernacular school	60	0	0	Henry Lawrence Asylum, Murree		400	0	0
Rewārī school for artizans	300	0	0	Elementary English school, Farīdābād		60	0	0
Branch schools, Rewārī	180	0	0	Branch schools, Jhajjar		90	0	0
Scholarships of students of Rewārī school studying at Dehlī	250	0	0	Female schools, Sirsā		210	0	0
				Mission Eurasian girls' school, Sirsā		300	0	0
Elementary English school, Hānsī	140	0	0	Elementary English school, Mani Mājra		180	0	0
Female school, Hissār	180	0	0	Ditto. ditto, Jagraun		180	0	0
Elementary English school, Burīā	100	0	0	Tānda and Jaijon female schools		120	0	0
Amlā school, Ambālā	880	0	0	Lahore Hindū school		1,800	0	0
Vernacular school, Ludhiānā	100	0	0	Grant for augmentation of salaries of Vernacular Teachers, Multān		120	0	0
Elementary English school, Māchhīwārā	110	0	0					
Bishop Cotton school, Jatōgh	2,200	0	0	Grant equivalent to Lake fund for scholarships at Lahore High school and Panjāb girls' school		2,380	0	0
Panjāb girls' school, Simlā	170	0	0					
Anglo-Sanskrit school, Lahore	480	0	0					
Lahore High school	170	0	0	Savings in the amount for grants under Articles XIII and XIV		1,030	0	0
Female branch schools, Lahore	920	0	0					
Anārkalī girls' school	70	0	0	Add petty savings		1,180	0	0
Amritsar male orphanage	200	0	0					
Elementary English school, Jalandhar	120	0	0					
Hindū female schools, Ditto	600	0	0	Total		20,050	0	0
Elementary English school, Unah	180	0	0					
Kangrā district female schools	360	0	0	*Deduct excess expenditure—*				
Elementary English school, Kanyārā	90	0	0					
Anglo-Vernacular school, Cantonment Multān	280	0	0	High Vernacular school, Ludhiānā	720			
				Lahore lower school	360			
Four female schools, Montgomery	70	0	0	Hushyārpur, Mission girls' schools	220			
Anglo-Vernacular school, Jhelam	1,200	0	0	Bhera lower school	250			
Female schools, Gujrānwālā	180	0	0	Branch school, Gujranwāla	460			
Syālkot District female schools	930	0	0	Bedī's female schools, Jhelam	120			
Ambālā city Mission school	130	0	0	Multān female school	100			
Peshāwar Vernacular schools	1,020	0	0	Library grant, Wazīrābād school	100	2,330	0	0
Mission schools at Bannū	260	0	0					
Elementary English school, Muzaffargarh	70	0	0					
Carried forward, Rs	12,000	0	0	Net saving		17,720	0	0

Expenditure on direction, inspection, and instruction.

3. The distribution of expenditure on education under the three main heads prescribed by the Supreme Government is shown below :—

	From imperial revenue.	From local funds.
Direction and its subsidiary charges	1,14,509	...
Inspection ditto ditto	96,698	5,644
Instruction ditto ditto	3,81,754	4,20,035
TOTAL	5,92,961	4,25,679*

Miscellaneous charges under direction, increase of charges under inspection and instruction.

4. Under the head of direction are included Rs. 72,469 on account of the book department, and Rs. 5,930 for the patronage of literature and other miscellaneous charges, so that the actual expenditure on direction amounted to Rs. 36,110 only, or rather less than in the previous year. The expenditure on the book department has increased, owing to the fact that the establishments of the educational press have this year been brought on to the Government books.† In consequence of the increase sanctioned to the salaries of Inspectors that had effect from the commencement of the year, and to the appointment of several District Inspectors in place of Chief Muharrirs, the cost of inspection has risen by Rs. 6,401. Owing to the fact that grants-in-aid of primary schools (under article XIV) were almost entirely withheld during the year under report, the expenditure from the imperial revenue on instruction is less by Rs. 2,818 than in the previous year. There is an increase of Rs. 3,071 in the expenditure shown under the head of instruction from local funds; that on actual instruction has increased by Rs. 253, but the amount spent on school buildings from the one per cent. cess was less by nearly Rs. 6,000 than in the previous year.

General and financial statistics.

5. The comparative abstract of general and financial statistics is appended in the usual form. Indigenous schools, of which there are no realiable statistics, are omitted from this return :—

* Rs. 2,03,560 from educational cess + Rs. 2,22,119 from other sources.

† As the educational press is self-supporting, the increase of expenditure is of course balanced by the receipts. *Vide* paras. 196 and 197.

		No. of institutions.	No. of scholars on the rolls at close of the year.	Average No. of scholars on the rolls monthly.	Average daily attendance.	Aggregate expenditure from all sources.	Expenditure from imperial revenue.	Expenditure from educational cess fund.	Expenditure from other sources.	Annual cost of educating each pupil. Total cost.	Annual cost of educating each pupil. Cost to Government.
Government Institutions.											
Colleges	1869-70	2	89	57	46	49,789 13 0	47,614 13 0	...	2,175 0 0	873 8 1	835 5 7
	1870-71	2	102	83	74	57,901 12 1	50,476 6 1	...	7,425 6 0	697 1 1	608 2 5
Schools of Higher Class	1869-70	3	171	141	114	25,884 0 0	25,520 0 0	...	364 0 0	183 9 2	180 15 11
	1870-71	4	193	211	171	37,190 6 7	34,679 4 7	1,591 11 6	919 6 6	176 4 2	164 5 9
Schools, Middle Class	1869-70	95	8,849	9,092	7,563	1,42,914 6 9	1,13,024 9 3	16,784 3 0	13,105 10 6	15 11 6	12 8 11
	1870-71	97	9,211	8,956	7,476	1,38,175 7 9	1,08,172 14 0	17,820 12 6	12,181 13 3	15 6 10	12 1 3
Schools, Lower Class	1869-70	1,132	43,862	45,494	36,836	1,67,441 8 0	17,551 7 10	1,41,133 5 5	8,756 10 9	3 10 11	0 6 2
	1870-71	1,090	43,246	42,467	32,742	1,66,949 11 2	16,865 4 8	1,40,605 2 10	9,479 3 8	3 14 11	0 6 4
Female Schools	1869-70	164	3,496	3,528	3,038	14,287 3 0	6,502 9 9	7,038 3 9	746 5 6	4 0 9	1 13 6
	1870-71	138	3,174	3,275	2,811	14,256 12 0	6,335 10 11	6,624 8 7	1,305 8 6	4 5 8	1 14 11
Normal Schools	1869-70	7	198	204	162	27,483 1 0	11,384 9 11	16,081 12 1	16 11 0	134 11 6	55 12 11
	1870-71	3	207	196	166	29,262 8 6	11,788 13 1	17,411 15 7	61 11 10	149 4 9	60 2 4
Jail Schools	1869-70	23	4,629	4,927	4,283	3,272 7 7	175 11 10	24 0 0	3,072 11 9	0 10 8	0 0 7
	1870-71	26	4,127	4,383	3,814	5,073 2 8	...	...	5,073 2 8	1 2 6	...
Total	1869-70	1,427	61,294	63,443	52,002	4,31,072 7 4	2,21,773 13 7	1,81,061 8 3	28,237 1 6	...	...
	1870-71	1,360	60,260	59,571	47,254	4,48,819 12 9	2,28,319 5 4	1,84,054 3 0	36,446 4 5	...	...
Aided Institutions.											
Colleges	1869-70	1	...	16	11	4,564 12 0	1,320 0 0	...	3,244 12 0	285 4 9	82 8 0
	1870-71	...	...	...	...	...	...	...	...	...	...
Schools, Higher Class	1869-70	9	1,901	1,889	1,469	67,612 15 7	30,311 0 1	298 0 0	37,003 15 6	35 12 8	16 0 9
	1870-71	11	2,523	2,471	1,974	71,102 2 7	32,342 7 1	...	38,759 11 6	28 12 5	13 1 5
Schools, Middle Class	1869-70	40	3,649	3,909	3,033	1,15,140 4 3	47,917 9 8	108 0 0	67,114 10 7	29 7 3	12 4 2
	1870-71	39	3,142	3,422	2,722	1,11,858 2 3	43,547 11 9	577 1 0	67,733 5 6	32 11 0	12 11 7
Schools, Lower Class	1869-70	167	9,781	9,872	7,671	55,035 10 7	24,757 7 1	...	30,279 3 6	5 9 2	2 8 2
	1870-71	167	9,984	10,191	8,168	58,277 9 1	25,828 2 3	3,041 10 3	29,407 12 7	5 11 6	2 8 6
Female Schools	1869-70	433	9,712	10,278	8,467	71,504 10 2	30,538 15 5	...	40,965 10 9	6 15 5	2 15 7
	1870-71	327	8,645	8,894	7,049	66,592 4 6	29,778 15 0	...	36,813 5 6	7 7 9	3 5 7
Normal Schools	1869-70	7	214	200	160	25,937 6 9	16,033 0 0	...	9,904 6 9	129 11 0	80 2 8
	1870-71	7	198	193	162	28,014 14 7	17,285 14 9	...	10,728 15 10	145 2 6	89 9 0
Indigenous Schools	1869-70	...	...	...	...	7,184 0 0	7,184 0 0	...	...	...	...
	1870-71	...	...	...	...	1,010 0 0	1,010 0 0	...	...	...	...
General Establishments	1869-70	...	...	...	...	1,97,382 10 10	1,91,805 12 10	5,084 7 9	492 6 3	...	...
	1870-71	...	...	...	...	2,16,852 0 4	2,11,207 13 8	5,211 8 8	432 10 0	...	...
Buildings	1869-70	...	...	...	...	23,382 12 6	4,635 10 4	16,450 0 0	2,297 2 2	...	...
	1870-71	...	...	...	...	16,113 11 2	3,641 7 6	10,676 0 0	1,796 3 8	...	...
Total	1869-70	657	25,257	26,154	20,811	5,67,746 2 8	3,54,503 7 5	21,940 7 9	1,91,302 3 6	...	...
	1870-71	551	24,492	25,171	20,075	5,69,820 12 6	3,64,642 8 0	19,506 3 11	1,85,672 0 7	...	...
Grand Total	1869-70	2,084	86,551	89,597	72,903	9,98,818 10 0	*5,76,277 5 0	2,03,002 0 0	2,19,539 5 0	...	...
	1870-71	1,911	84,782	84,742	67,329	10,18,640 9 3	5,92,961 13 4	2,03,560 6 11	2,22,118 5 0	...	...

* 5,76,277-5-0, to which add grant to endowment fund, Lahore High school, Rs. 100, total 5,76,377-5-0.

Increase during the year in the number of pupils excepting in those of lower class schools and Government female schools.

6. In Government colleges and boys' schools of the upper and middle class the number of boys has increased by 399. In lower class boys' schools there is a falling-off of 616, or, making allowance for certain boys now shown in the returns of Aided schools, of 465.* The diminution of numbers is confined to the lowest class of village schools which is composed of boys learning the alphabet. In all other classes the number of boys has increased. In the Rāwal Pindī circle the number of boys has increased notwithstanding a diminution in the number of schools, and the average number of boys in each village school throughout the province is higher than at the commencement of the year. The number of Government female schools has been reduced from 164 to 138, and the number of scholars has fallen from 3,496 to 3,174. This is, I believe, owing to the fact that District Officers are much less inclined than formerly to keep up female schools in which no real progress is made. In jail schools the number of pupils has decreased by 502.

Decrease in the average number of pupils on the rolls and the average attendance as compared with the previous year.

7. The large reduction that was made in the number of schools of the lower class towards the close of 1869-70 has necessarily caused a diminution in the average number on the rolls and the average attendance during the year under report, as compared with the previous year. It will be observed, however, that the number of boys at the close of 1870-71 considerably exceeds the average number borne on the rolls during the year, which shows that the tide has turned, and that the numbers are now on the increase.

Increase of pupils in Aided schools, and falling-off in female schools.

8. In Aided schools for boys the numbers have increased by 318, and in female schools there has been a falling-off of 1,067. This is owing in some measure to the cause that has been assigned above with reference to Government female schools.

Imperial returns B I and B II

9. The statistical returns B Education I and II required by Government are submitted herewith. The revision of the form of the prescribed returns has been for a long time past under consideration, but nothing has yet been decided. As I pointed out in my last annual report, and in that for the previous year, these statements are prepared on different principles in different provinces, and it is doubtful what some of the columns are intended to show.† Indigenous schools have been omitted, as the returns are not to be depended on.

Expenditure from the educational cess fund.

10. The one per cent. cess is a provincial fund, but the expenditure in each district is regulated by the income as estimated by District Officers. A deduction of 5 per cent. from the estimated income of each district is made for the repair

* Deducting 108 boys of the lower department, Jehlam school (last year included in returns of Aided schools) from the returns for this year, and 259 boys of the lower departments of Bherā and Gujrānwālā (this year included in the returns of Aided schools) from the returns of last year.

† It is not too much to say that for purposes of comparison of the statistics of different provinces these returns are worthless. In some colleges, for instance, half the salaries of the Principal and Professors are charged to the school, so that the cost of educating each pupil must be shown as half that which it would be if the method of calculation which prevails in the Panjāb were followed.

of school-houses, and of 6 per cent. for general charges, including part of the cost of Normal schools, the salary of the Inspectress of schools, and scholarships to selected pupils from Vernacular schools, and the balance is allotted to the district where it is raised. The following statement shows the estimated and the actual income and the expenditure in every district :—

	Estimated Income.			Actual Income.			Expenditure.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
1. Dehlī	7,724	4	0	7,466	12	0	6,716	6	8
2. Karnāl	8,900	0	0	8,960	15	11	7,800	12	10
3. Gurgaun	11,198	3	9	11,198	3	9	9,055	0	3
4. Hissār	4,309	0	0	4,364	15	0	3,703	14	3
5. Sirsā	1,850	0	0	1,877	0	0	1,644	0	0
6. Rohtak	5,756	4	0	5,752	1	8	5,326	2	1
7. Ambālā	13,005	0	0	13,068	6	9	11,482	10	5
8. Ludiānā	9,500	0	0	9,494	0	0	7,626	12	7
9. Simlā	112	0	0	106	14	2	...	...	...
10. Jalandhar	13,187	8	11	13,195	2	0	11,482	13	8
11. Hushyārpur	14,200	0	0	13,930	8	0	12,509	15	8
12. Kāngrā	7,040	8	0	7,034	8	0	5,941	5	4
13. Amritsar	9,731	0	0	11,228	6	9	8,913	5	11
14. Gurdāspur	12,911	0	3	13,867	12	9	10,549	11	0
15. Siyālkot	12,178	0	0	12,190	2	0	10,264	9	7
16. Lahore	6,937	0	0	7,237	15	0	6,083	0	5
17. Ferozepur	5,988	0	0	7,529	13	0	4,999	3	2
18. Gujrānwālā	6,000	0	0	6,185	1	4	5,094	3	3
19. Multān	5,800	0	0	5,803	15	10	5,788	12	11
20. Montgomery	3,290	0	0	5,391	0	0	2,793	12	7
21. Jhang	2,860	11	1	2,995	11	0	2,587	4	7
22. Muzaffargarh	5,300	0	0	5,387	14	8	3,848	6	6
23. Rāwal Pindī	7,500	0	0	7,573	3	10	5,520	0	4
24. Jehlam	6,600	0	0	6,600	0	0	5,648	0	3
25. Shāhpur	4,300	0	0	4,448	0	2	3,819	10	9
26. Gujrāt	6,190	0	0	6,211	0	0	5,184	5	5
27. Derā Gāzī Khān	4,940	0	0	4,941	5	0	4,152	1	3
28. Derā Ismāil Khān	4,200	0	0	4,501	0	1	3,804	0	0
29. Bannū	4,000	0	0	4,378	8	9	3,906	0	0
30. Peshāwar	7,100	0	0	7,097	4	4	5,420	14	4
31. Kohāt	1,016	0	0	1,031	4	0	791	0	0
32. Hazārā	2	4	0	...	...	...	...	...	...
School-buildings	...	...	...	...	...	...	10,676	0	0
Expenditure on the 3 Normal schools at Dehlī, Lahore, and Rāwal Pindī	...	...	...	...	...	...	4,619	10	1
Moiety of pay of Assistant Inspector and Inspectress, Lahore circle	...	...	...	...	...	...	3,600	0	0
Scholarships in Zil' schools to selected students from Vernacular schools	...	...	...	...	...	...	2,806	8	10
Total	2,13,626	12	0	2,21,048	13	9	2,03,560	6	11

SECTION I.

CONTROLLING AGENCIES.

Changes in the Inspecting staff of the Ambālā circle

11. During the year under report Mr. Willmot, Inspector of the Ambālā circle, was appointed to officiate as Inspector General of Schools in the Central Provinces, and he has been since confirmed in this appointment. He was

succeeded by Mr. Cooke, late Principal of the Dehlī college. Mr. Mackintosh, late Assistant Inspector, Ambālā circle, and Mrs. Mackintosh, have been appointed Assistant Inspector and Inspectress of the Lahore circle, in place of Mr. and Mrs. Millett, who have left the department. Mr. Carbery has succeeded Mr. Mackintosh as Assistant Inspector of the Ambālā circle. Mr. Thompson has been confirmed in the appointment of Inspector of the Multān circle.

Mr. Alexander officiated as Director during the period Captain Holroyd availed himself of privilege leave.

12. In December last I availed myself of privilege leave for three months, and Mr. Alexander, the Inspector of the Lahore circle, officiated as Director during my absence. Mr. Pearson officiated for Mr. Alexander in addition to his other duties.

Distribution of the Inspecting officers and the districts contained in each circle.

13. The following statement shows the distribution of Inspecting officers and the districts contained in each circle :—

Circle of Inspection.	Districts.	Inspecting officers.
AMBALA CIRCLE	Ambālā Ludiānā Simlā Dehlī Gurgaon Karnāl Hissār Rohtak Sirsā	Mr. C. R. Cooke, B. A., Inspector of schools. Mr. C. B. Carbery, Assistant Do.
LAHORE CIRCLE.	Lahore Ferozepur Gujrānwālā Amritsar Gurdāspur Siyālkot Jalandhar Hushyārpur Kāngrā	Mr. C. W. Alexander, B. A., Inspector of schools. Mr. S. Mackintosh, Asst. Do. Mrs. Mackintosh, Inspectress of Female schools.
RAWAL PINDI CIRCLE.	Rāwal Pindī Jehlam Gujrāt Peshāwar Hazārā Kohāt Bannū Derā Ismāil Khān	Mr. C. Pearson, M. A., Inspector of schools. Safī-ullah, Deputy Do.
MULTAN CIRCLE	Multān Montgomery Jhang Muzaffargarh Dera Gazī Khān Shāhpur Bahāwalpur	Mr. D. W. Thompson, Inspector of schools. Muhammad 'Ali, Deputy Do.

Chief Muharrirs in the Panjāb inferior in attainments, &c. The evil how to be remedied

14. There is in each district (with the exception of Simlā, Kohāt, and Hazārā) a Chief Muharrir or District Inspector who is subordinate to the Deputy Commissioner. It is evidently most essential that this official, on whose efficiency the success of the schools must to a great extent depend, should be an intelligent, highly educated, and, above all, a thoroughly reliable man. The Chief Muharrirs are, as a rule, the best men who could be obtained on the salaries that were available; they are, however, very inferior both in attainments and in social position to the standard that it is desirable to maintain amongst a class of men who occupy so important a position. To remedy this evil District Inspectors are gradually attached to the more important districts as arrangements for this purpose can be effected. At the close of the year under report there were District Inspectors in the Gurgaun, Amritsar, Gurdāspur, and Siyālkot districts, and the appointment of District Inspectors in Ferozepur, Ludiānā, and Jalandhar had been sanctioned by Government.

Office-work of the Chief Muharrirs conducted inefficiently.

15. The office-work of Chief Muharrirs is generally conducted in a very inefficient manner. During the year under report I have taken my Sarishtadār to various districts with the view of inspecting carefully the offices of the Chief Muharrirs. They were found to be for the most part in a most unsatisfactory state, and the accounts were not properly kept. That there has been in some districts a considerable waste of money there can be no doubt. By the employment of responsible District Inspectors this evil will be remedied, and I shall in future make a point, as far as time will admit, of causing the district offices to be periodically examined.

Mr. Cooke, Inspector of the Ambālā circle

16. Mr. Cooke assumed charge of the Ambālā circle in September 1870. He has continued, with some slight modification, the system of examination that has hitherto prevailed in the circle. The schools of every district have been thoroughly examined by the Inspector and his Assistant, and the progress of every boy, except those of the most elementary classes, in dictation, arithmetic, history, and geography, has been noted.

Baldeo Sahāi, Deputy Inspector, Mir Ghulām Hasanain, Chief Muharrir.

17. Lālā Baldeo Sahāi, the District Inspector of Gurgaun, is highly praised by the Inspector, and Mīr Ghulām Hasanain, the Chief Muharrir of Ludiānā, is commended for the manner in which he has performed his duties. These two officers are the best of the class in the Ambālā circle.

Local Committees of Public Instruction take no interest in education

18. Local Committees of Public Instruction display little or no activity, though individual members in different localities have shown an interest in education. The Inspector hopes that by a thorough reorganization a little more life may be infused into these committees.

Tahsīldārs.

19. The Tahsīldārs in several districts have shown attention to their educational duties. Harjīwan Lāl of Sāmplā in the Rohtak district, and Munshī Piāre Lāl of Rewārī in the Gurgaun district, are especially mentioned.

Mr. Alexander, Inspector, Lahore circle.

20. Mr. Alexander, the Inspector of the Lahore circle, was occupied during the greater part of June and August, and part of September, in visiting the Zil' and Aided schools of his circle. During July and the early part of August he was engaged in the examination of college classes, of which a double portion fell to his share in consequence of the transfer to the Central Provinces of Mr. Willmot. In October he went into camp and commenced the examination of Vernacular schools. In the early part of December he assumed charge of my office, and Mr. Pearson was appointed to officiate as Inspector of the Lahore circle, in addition to his other duties. On the 9th March Mr. Alexander resumed charge of the Lahore circle, and from that date to the end of the year was engaged in visiting Zil' and Aided schools.

Mr. Mackintosh, Assistant Inspector, Lahore circle, and Mrs. Mackintosh, Inspectress of female schools in the same circle.

21. Mr. and Mrs. Mackintosh relieved Mr. and Mrs. Millett, the late Assistant Inspector and Inspectress of the Lahore circle, in January, and have entered on their duties with great energy. For some time previous to the departure of Mr. and Mrs. Millett the work of the former was not performed in a satisfactory manner, and the latter was suffering from illness.

Districts in the Lahore circle in which the Vernacular schools have not been examined.

22. Owing to the apathy shown by the late Assistant Inspector, and to the fact that Mr. Pearson, whilst officiating for Mr. Alexander, retained charge of his own circle, the Vernacular schools of the Ferozepur district and of portions of the Jalandhar and Hushyārpur districts have not been examined. The number of schools and pupils in the Lahore circle is so great, that it would not be possible to examine each individual boy every year in all subjects, and to record the result. During the present year, however, a uniform system of examination by fixed standards will be introduced, by which the progress of every boy will be tested at certain stated periods in his school career, whilst the intermediate classes will be examined in a more general manner. Under the new system the progress made from year to year throughout the province will be clearly and accurately shown.

Good effects of employing District Inspectors in place of Chief Muharrirs.

23. The employment of District Inspectors in place of Chief Muharrirs in the Amritsar, Gurdāspur, and Siyālkot districts has already produced good effects, the system will be immediately extended to Ferozepur and Jalandhar, and soon, it may be hoped, to the remaining districts.

Interest taken in education by the L. C. P. I. at Nūrpur, Ferozepur, and Gujrānwālā.

24. The Local Committees of Public Instruction at Nūrpur, Ferozepur, and Gujrānwālā have been active in the discharge of their duties, but those at other stations have shown their usual apathy.

Mr Pearson, Inspector, Rāwal Pindī circle.

25. During last hot season Mr. Pearson, the Inspector of the Rāwal Pindī circle, visited Gujrāt, Jehlam, Peshāwar, and Kohāt, and was occupied for a considerable time in the active supervision of the normal school at Rāwal Pindī. During September and October he took a month's privilege leave, Mr. Thompson, the Inspector of the Multān circle, officiating for him, in addition to his other duties. On the 1st November he commenced his tour, and from December to March officiated in place of Mr. Alexander. Till the close of the year and till the 20th May following, he was engaged in conducting examinations in his own circle.

Maulavī Safī-ullāh.

26. Maulavī Safī-ullāh, the Deputy Inspector, is about to retire on account of defective eyesight; during the last year his duty has been confined to the superintendence of the schools of Bannū and Kohāt.

L. C. P. I. at Kohāt, Gujrāt, and Jehlam.

27. Under the guidance of Muhammad Hyāt Khān the Local Committee of Public Instruction at Kohāt has done much for the school. The Gujrāt Committee does not appear to be of much use; and at Jehlam no suitable men could be found to form a committee. In the Jehlam and Gujrāt districts, Pargana Committees have been established; they may in time become useful, but the Inspector remarks that "hitherto their good offices have been confined to the exercise of a benevolent neutrality."

Tahsīldārs.

28. The Inspector observes that no one except the School Muharrir can exercise so much influence over Vernacular schools as the Tahsīldār. Many of these officers are uneducated men, who think not of education but how to please their superiors by a fair pretence of it. The work of an intelligent and active Tahsīldār is, however, most valuable. As a rule, 'Tahsīldārs take an interest in their schools in proportion as the Deputy Commissioner requires it of them.'

Mr. Thompson, Inspector, Multān circle.

29. Mr. Thompson, the Inspector of the Multān circle, visited, during May and June, various Anglo-Vernacular schools and such village schools as lay on his road. From 2nd August to 20th September he was on privilege leave, but he continued during this time to carry on his office-work. During a part of September and October he officiated for Mr. Pearson, and from the 18th October to the end of the year and for some weeks subsequently he was almost continuously in camp.

Schools in the Bahāwalpur State not visited, nor the inspections of all the Government districts completed.

30. Though so constantly engaged in marching, Mr. Thompson was unable to visit the schools of the Bahāwalpur State, or entirely to complete the inspection of the Government districts comprised in his circle. The superficial extent of the circle is, no doubt, great, but I think that more might be accomplished by the judicious selection of convenient centres of examination.

Muhammad 'Alī, Deputy Inspector, Multān circle.

31. Muhammad 'Alī, the Deputy Inspector, and the Chief Muharrirs generally, are well reported of. The latter are not, however, for the most part, men of much mark or influence,

and even when their visits to the Vernacular schools are frequent they appear to have very little effect on the character of the instruction.

L. C. P. I. in the Multān circle.

32. The Local Committees of Public Instruction are productive of very little good. Considering how little is effected by such Committees in the more advanced circles, it would be idle to hope for very much in Multān.

Tahsīldārs in Multān circle.

33. Tahsīldārs occasionally visit the Vernacular schools, and enter their names in the visitors' books, but they appear, as a rule, to do very little for education.

No. of scholars and schools in each circle.

34. The following is a comparative statement of the number of schools in each circle at the close of 1869-70 and 1870-71 :—

Circles.	1869-70.		1870-71.	
	Schools.	Scholars.	Schools.	Scholars.
Ambālā circle	552	20,815	486	20,449
Lahore "	958	42,051	896	40,602
Rāwal Pindī "	348	14,731	331	15,286
Multān "	226	8,954	198	8,415
Total	2,084	86,551	1,911	84,752

SECTIONS II AND III.

UNIVERSITIES AND GOVERNMENT COLLEGES.

Government colleges.

35. The number of students in Government colleges has risen from 89, including 10 casual students, to 102, including 3 casual students; the average number of students whose names are borne on the rolls from 57 to 83, and the average attendance from 46 to 74. The fees amounted to Rs. 1,742, whilst in 1869-70 Rs. 1,225 were collected.

Their statistics.

36. The following is the prescribed statement of attendance and expenditure during 1870-71 :—

	General education.	
	Dehlī.	Lahore.
Number of institutions	1	1
Number on the rolls at the close of 1870-71	51	51
Average number on the rolls monthly for 1870-71	37	46
Average daily attendance for 1870-71	34	40
Total expenditure — From imperial revenue	23,919	26,557
Total expenditure — From local funds	2,932	4,493

37. The results of the Calcutta university examinations for all educational institutions in the Panjāb are shown below :—

Results of the Calcutta university examinations from 1861-62 to 1870 71.

Year.	B. A. Examination.			F. A Examination.			Entrance Examination.		
	Number of candidates.	Passed.		Number of candidates.	Passed.		Number of candidates.	Passed.	
		From Govt. institutions.	From private institutions.		From Govt. institutions.	From private institutions.		From Govt. institutions.	From private institutions.
1861-62	...	...	...	...	...	...	10	4*	1
1862-63	...	...	...	...	...	...	12	7	1
1863-64	...	...	...	...	...	...	35	15*	10
1864-65	...	...	...	...	...	...	43	15†	16
1865-66	...	...	...	20	5	5	75	15*	8
1866-67	...	...	...	17	4	...	81	18	4
1867-68	7	2	2	11	4	1	73	24*	20
1868-69	1	1	...	11	4	...	78	19‡	19†
1869-70	3	2	...	18	9*	...	98	22	22
1870-71	4	1	...	20	15	...	74	23	28*

38. The following statements exhibit in detail the results of the examinations of the Calcutta university for the year under review :—

Detailed results of the Calcutta university examinations in 1870-71.

B. A. Examination—January 1871.

Names of institutions.	No. of candidates.	Passed in			Failed in					
		1st division.	2nd division.	3rd division.	English.	2nd language.	History.	Mathematics and Natural Philosophy.	Mental and Moral Philosophy.	Optional subjects.
Govt college, Lahore	1	...	...	...	...	1	...	...	...	...
Ditto ditto, Dehlī ...	3	1	...	...	...	1	..	2	...	...

First Arts Examination—December 1870.

Names of institutions.	No. of candidates.	Passed in			Failed in				
		1st division.	2nd division.	3rd division.	English	2nd language.	History.	Mathematics.	Philosophy.
Government college, Lahore	13	2	4	3	4	1	.	1	...
Ditto ditto, Dehlī	7	1	5	...	1	...	...	..	...

* Including one School Master. † Including two School Masters. ‡ Including one Private Student.

Entrance Examination of 1870.

Names of Institutions.	Number of candidates.	*Passed in*			*Failed in*			
		1st division.	2nd division.	3rd division.	English.	2nd language.	History and geography.	Mathematics.
Government Schools.								
Dehlī	15	...	8	4	2	...	2	1
Lahore	8	...	3	2	3	...	2	...
Amritsar	13	1	4	1	4	...	4	5
Total	36	1	15	7	9	...	8	6
Aided Schools.								
Bishop Cotton school, Simlā	2	2	...	...	...	...	...	...
Amritsar Mission school	7	...	4	1	2	...	1	2
Lahore Do.	5	1	1	2	...	1	...	1
Dehlī Do.	8	1	4	1	...	...	2	...
Ludiānā Do.	2	...	1	...	1	1	1	1
Jalandhar Do.	4	...	1	2	1	...	1	1
Gujrānwālā Do.	2	...	1	1	...	...	...	...
Kāngrā Do.	1	...	...	1	...	...	...	...
Peshāwar Do.	2	...	2	...	...	...	...	...
Rawāl Pindī Do.	1	1	...	...	...	...	...	...
Teachers	3	...	1	...	...	...	...	...
Total	37	5	15	8	4	2	5	5
Unaided School.								
Lahore Hindū school	1	...	...	...	1	...	1	1
Grand Total	74	6	30	15	14	2	14	12

Review of the results of the last examination and their comparison with those of the previous year.

39. Four students went up for the B. A. examination, of whom one passed in the first division, gaining the second place in the whole Presidency, and 3 failed. Out of 20 candidates for the First Arts examination, 3 passed in the first, 9 in the second, and 3 in the third division. Though it is to be regretted that only one student succeeded in passing the B. A. examination, the results are on the whole very satisfactory, and will bear favorable comparison with those of the previous year, when there were 3 candidates for the B. A. examination, of whom one passed in the second, and one in the third division; and 18 candidates for the First examination in Arts, of whom 2 passed in the first, 4 in the second, and 3 in the third division.

Results of the last entrance examination

40. For the Entrance examination, Government schools sent up 36 candidates, of whom 1 passed in the first, 15 in the second, and 7 in the third division, 13 failed. Aided schools sent up 37 candidates (including 3 teachers), of whom 5 passed in the first, 15

in the second, and 8 in the third division, 9 failed. In the previous year Government schools sent up 50 candidates, of whom 4 were placed in the first division, 15 in the second, and 3 in the third, 28 failed. Aided schools sent up 48 candidates, of whom 4 passed in the first, 9 in the second, and 9 in the third division, 26 failed. The Honorable the Lieutenant-Governor, in reviewing my report for 1869-70, noticed the large per-centage of failures at the Entrance examination, and observed that boys of some institutions had evidently been allowed to present themselves for examination when they had no chance of passing, which was unfair to the examiners, and brought discredit on the institutions to which the examinees belonged. In this respect there is a marked improvement, for it will be observed that whereas in 1869-70 there were 98 candidates, of whom only 44 passed; in the year under report 51 were successful out of 74 who presented themselves for examination. I should wish, however, to see a larger number of boys, more especially amongst those sent up from Government schools, in the first division.

Income of the Panjāb university college.

41. It was stated in my last report that the Senate of the Panjāb university college had been constituted, that an Executive Committee had been appointed, and that Dr. Leitner had been nominated Registrar. I now proceed to notice the principal measures that have been initiated during the year under report. The income of the university college consists of the interest of endowments made by Native Chiefs, donations, and annual subscriptions, and Government grant-in-aid equivalent to the income from private sources up to a limit of Rs. 21,000 per annum. The funds of the institution are now in so flourishing a condition that the maximum grant will, I believe, be drawn during 1871.

Scholarships awarded by the Panjāb university college to the students of the Lahore and Dehlī colleges

42. During the year under report substantial aid has been afforded to the Lahore and Dehlī colleges by the award of scholarships to students not otherwise provided for. Since the 1st January 1871, Rs. 357 per mensem have been assigned to the Lahore Government college, and Rs. 232 per mensem to the Dehlī college for this purpose. The scholarships have hitherto been awarded in accordance with the results of the examinations of the Calcutta university, but future scholarships are to be determined by the examinations of the Panjāb university college. Some inconvenience is apprehended from a double system of examinations, and the Senate has been solicited to accept the results of the examinations of the Calcutta university until the Panjāb university college shall acquire the power of conferring degrees, whilst Government has been urged to grant this privilege at an early date.

Oriental school.

43. An Oriental school has been established, which is attended by men who receive instruction in Arabic, Sanskrit, or Persian, in one of which languages they must have made some progress before joining; they are required also to study arithmetic, algebra, euclid, the history of India, and geography. During a portion of the year Dr. Trumpp, the celebrated philologist, who is engaged in the translation of the

'granth,' gave instruction to the students in Persian and Sanskrit. The school is attended by nearly 60 men, most, if not all, of whom, receive scholarships. The students were recently examined by the Head Master of the Normal school in mathematics, history, and geography. In arithmetic they had not advanced beyond compound division, and they showed very little knowledge of the subject. Most of them failed in algebra (up to division). They acquitted themselves better in euclid, of which the most advanced had learnt the first two books. They failed, however, to solve an easy deduction. The students should be required to attain to some proficiency in arithmetic before they commence the study of algebra and geometry. They had learnt the geography of Asia and Europe, and in this subject, with the exception of the Persian and junior Arabic classes, they acquitted themselves generally well. Some had learnt the Hindū period in the history of India, others as far as the reign of Akbar. The answers in history were generally good. It appears that 7 Maulavīs, 7 Pandits and 1 Munshī are considered to have passed in mathematics, history, and geography.

English and Vernacular Law classes.

44. A Law lecturer has been appointed, whose English and Vernacular classes are well attended. The former contained at the close of the year 27, and the latter 41 students. Students of the English class might be required, with advantage, to attend one of the classes of the Government college.

Affiliation of the Lahore medical school to the Panjāb university college.

45. The Lahore medical school has been affiliated to the Panjāb university college, and the examinations of the students will, in future, be conducted under the instructions of the Senate. Lectures are delivered once a week to Native Hakīms in private practice.

Entrance and First Arts examinations of the Panjāb university college.

46. Arrangements have been made to hold in October next an Entrance examination and a First Examination in Arts, corresponding with the similar examinations of the Calcutta university. It was originally laid down that the examination in history, geography, and mathematics should be conducted through the medium of the Vernacular; but it has now been decided that the candidate shall have the option of being examined through the medium of English. It is not intended to make a knowledge of English compulsory for either of these examinations, but the condition that candidates for the ensuing First Arts examination must have passed the Entrance examination of a recognized university not later than 1869, will ensure a knowledge of English on the present occasion.

Examinations for diplomas.

47. Examinations for diplomas of Maulavī, Pandit, and Munshī will be held in November next. The examination will be of three standards, and some knowledge of history, geography, and elementary mathematics will be required to entitle a candidate to a certificate.

Fellowships and scholarships offered for competition.

48. The McLeod Kashmīr fellowship of Rs. 103 per mensem, for distinguished attainments in English and Sanskrit, the Alexandra fellowship of Rs. 75 per mensem for graduates of the degree of B. A., and the Patiālā Alfred scholarship of Rs. 66 per mensem, have been offered for competition. Successful candidates will be required to devote their time to translation and literary pursuits. Rs. 1,000 will be expended on rewards to approved authors and compilers, Rs. 1,730 on printing approved books, and Rs. 1,000 on two prizes for works in the Vernacular on 'mechanics, statics, and hydrostatics,' and 'electricity and galvanism.' Three scholarships of Rs. 10 per mensem, tenable at the medical school, two Persian scholarships of Rs. 15, and one Arabic and one Sanskrit scholarship, each of Rs. 10, have been offered to candidates from the Jalandhar district; one Arabic and one Sanskrit scholarship to candidates from the Gujrānwālā district; one scholarship of Rs. 15 to a candidate from the Kāngrā district; and one of Rs. 10 to the candidate from the Amritsar district, not otherwise provided for, who shall stand highest in the entrance examination. I presume that it is intended to make all these local scholarships tenable in the Oriental school, with the exception of that last mentioned and the three medical scholarships.

Oriental department of the old Dehlī college.

49. The old Dehlī college contained an Oriental department which produced some very good scholars. Being required from their early youth to study mathematics, history, and geography, they acquired as accurate a knowledge of these subjects and of physical science as could be imparted through the medium of the Vernacular. After the mutiny, however, it was thought that such an institution was out of date, and the Oriental department was not revived. For several years I received constant applications from former scholarship-holders of the Dehlī college, more especially from men of the Sanskrit department, who would have been glad to accept the lowest salary. The Oriental school differs from the Oriental department of the Dehlī college in that it is intended for the reception of young men who have attended indigenous schools, and the students have consequently arrived at man's estate before they turn their attention to the study of Western knowledge. There appears to me, however, to be some danger that the men who are induced by the offer of liberal scholarships to enter this school will be discontented if they find that their studies do not lead to employment. Some care at least should be taken that only such men may be admitted, as are likely to return contentedly to their former life. An institution which provides so many stipends for Maulavīs and Pandits will not fail to be popular.

Greater utility of offering fellowships and scholarships to graduates of Government colleges.

50. The McLeod Kashmīr and the Alexandra fellowships, and the Patiālā scholarship, would be, in my opinion, of more utility if they were offered to graduates of Government colleges to enable them to read for the M. A. examination. The stipends offered are insufficient to command the services of really competent translators. The scholarships to students of Government colleges are most valuable; almost all the rest, whether local or general, will be held by men who do not know English, and they are to be awarded, in the first instance, for proficiency

in Arabic, Sanskrit, or Persian alone. There is no danger of their diverting students from the study of English, but there does appear to be some danger that boys who would otherwise attend Vernacular schools may prefer indigenous *maktabs* or *pāthshālās*, where they can devote their time to the exclusive study of Persian, Arabic, or Sanskrit. Rewards have been offered to teachers of indigenous schools, and these are likely to conduce to the same result. This, of course, is not desired; the object aimed at is not to divert boys from Government schools to indigenous *maktabs*, but to bring within the influence of the Panjāb university college young men who have devoted their time to the study of the classical languages of the East, and who belong to a class that has hitherto paid no attention to Western science. The experiment should receive a fair trial, but as there seems to be a tendency to multiply these scholarships, I trust, for the reasons above stated, that the danger of such a course will not be lost sight of.

Improvement of Vernacular literature.

51. All are agreed that the improvement of Vernacular literature is a matter of the highest importance, and the bestowal of rewards for approved works, whether original or translated, is, no doubt, an excellent measure. When, however, it is proposed to offer a reward for a work on any given subject, it is, I think, essential to consider what particular class of readers are likely to profit by it. The present tendency is to make English the medium of instruction to a greater extent than formerly. In Government colleges it is already the sole medium of instruction, and it has been decided that the same principle shall be applied in future to the upper department of Anglo-Vernacular schools. Mathematical and scientific works above the comprehension of the general public will be of no real utility, because they will find no readers, unless prepared with special reference to the actual requirements of Vernacular schools. There is, of course, an endless variety of subjects on which Vernacular books might be written that would prove most interesting and useful, alike to students and to the general public. I think, however, that some care is necessary to avoid the expenditure of money on the preparation of works that are not likely to be made use of.

Arrangements proposed for avoiding the hardship of subjecting students to double examinations.

52. When the power of conferring degrees shall be conceded to the Panjāb university college, it will, of course, be necessary to hold such examinations as the Entrance and the First examination in Arts. If, in the meantime, the Calcutta university would so far recognize these examinations, which are no doubt good in themselves, as to allow students to go up for the B. A. examination four years after passing the Entrance, and two years after passing the First Arts examination, the system might work well. At present the colleges are subject to two masters. Students must pass the Entrance and First Arts examinations of the Calcutta university if they wish to take their degree, and they are required to pass the examinations of the Panjāb university college in order to obtain the scholarships, without which they will be unable to complete their education The Senate, in order to lessen the inconvenience to which students will be

subjected, has assimilated its own examinations to those of the Calcutta university; still double examinations and double fees are an unnecessary hardship, and the student who passes one examination and fails in the other will be placed in a somewhat anomalous position.

LAHORE GOVERNMENT COLLEGE.

Principal.....Dr. G. W. LEITNER, M. A., PH. D.
Professor of Mathematics.....T. W. LINDSAY, ESQ., B. A.
Asst. Professor of Arabic.....Maulavī Muhammad Husain.
Asst. Master, borne on zil' school estabt....Dr. C. R. Stulpnagel, M. A., PH. D.
Ditto ditto .....Lālā Sāgar Chand,* B. A.
Sanskrit Teacher ditto .....Pandit Bhagwān Dās.

Number of students attending the Lahore college.

53. The Lahore college contained at the end of the year 48 regular, 3 casual matriculated students, and 1 non-matriculated student. At the close of 1869-70, there were 45 regular and 10 casual matriculated students. The average number on the rolls was 46, and the average attendance 40, or 86·9 per cent. The Principal reports that several new students were expected to join shortly. The classes at the close of the year were composed as shown below :—

4th year class reading for B. A. examination.....	4	students
3rd year class.....	6	„
2nd year class reading for First Arts examination..:	23*	„
1st year class.....	18	„
Total.....	51	„

Death of Maulavi Alamdār Husain.

54. The college has suffered a great loss in the death of Maulavī Alamdār Husain, whose health had been, for a long time past, very precarious. He was a good scholar, a successful teacher, and very popular both with the students and the native gentlemen of Lahore. He has been succeeded by Maulavī Muhammad Husain, who had officiated as Professor during the illness of Maulavāī Alamdār Husain.

Departmental and Calcutta university examinations.

55. The progress of college students is tested by three examinations—the departmental examination of the first, second, third, and fourth year classes held in July; the First Arts and B. A. examinations of the Calcutta university, which are held towards the close of the calendar year, and for which the 2nd and 4th year students, respectively, are expected to present themselves; and an examination of the 1st and 2nd year classes conducted by the college staff.

The former a severer test than the latter.

56. It is customary in the departmental examination to follow the system of marking adopted by the Calcutta university, and to note the students who have gained a per-centage

* Including 3 casual students.

on the maximum number of marks that would enable them to pass by the university standard. Judged by this standard the results of the departmental examination are generally less favorable than those of the university examinations, from which it would appear that the former is the severer test of the two. Some allowance must, however, be made for the fact, that the students have received several months' additional training when they present themselves for the examination of the Calcutta university.

Results of the departmental examination.

57. The following table shows the number of students of each class of the Lahore and Dehlī colleges who underwent the departmental examination, the number who passed by the standard above referred to, and the average number of marks gained by each student :—

		No. of candidates.	Number passed			Average number of marks awarded to each student.
			1st division.	2nd division.	3rd division.	
4th year ...	Lahore	1	...	...	...	179
	Dehlī	3	1	...	...	189
3rd year ...	Lahore	3	2	...	...	230
	Dehlī	5	2	...	...	234
2nd year...	Lahore	15	2	3	...	189
	Dehlī	10	1	2	...	171
1st year ...	Lahore	14	...	2	1	140
	Dehlī	11	1	1	...	168

Review of the results of the departmental examination.

58. The Lahore college sent up 1 and the Dehlī college 3 students of the 4th year class. The Lahore students had no chance against the best of the three Dehlī students, but beat the other two. In the third year class Lahore passed 2 students out of 3, and Dehlī 2 out of 5, the average number of marks gained by the latter was, however, slightly higher than that gained by the former. The 2nd year class at Lahore proved itself superior to that at Dehlī in the departmental examination. At Lahore out of 15 students 2 passed in the first, and 3 in the second division, and the average number of marks was 189. At Dehlī out of 10 students, 1 passed in the first, and 2 in the second division, and the average number of marks was 171. In the first year class out of 14 students of the Lahore college, 2 passed in the second, and 1 in the third division. At Dehlī out of 11 students, 1 passed in the first, and 1 in the second division. At Lahore the average number of marks was 140, at Dehlī 168. On the whole Lahore has passed the greater number of students, whilst Dehlī has passed more in the first division, and has gained a higher average number of marks. Lahore possessed a slight advantage from the fact that the midsummer vacation was held after, instead of as at Dehlī before, the examination, so that the students were longer under instruction.

59. The Lahore college sent up 1 candidate for the B. A. examination, who failed in Arabic. This is to be regretted, but the results of the First examination in Arts are highly satisfactory, as will be seen from the following table :—

Comparison of the result of the F. A examination of the students of the Lahore college, with that of the Dehli college and the colleges in the other Provinces.

	No. of candidates.	Passed.			Total passed.	Per-centage passed.			Total per-centage passed.
		1st division.	2nd division.	3rd division.		1st division.	2nd division.	3rd division.	
Bengal	440	25	84	75	184	5·7	19·1	17	41·8
N. W. Provinces	30	...	7	11	18	...	23·3	36·6	60
Lahore	13	2	4	3	9	15·3	30·7	23	69·2
Dehlī	7	1	5	...	6	14·3	71·4	...	85.7

The per-centage of successful candidates from Lahore, more especially of those who have been placed in the 1st division, is much higher than in Bengal and the North-Western Provinces. If a comparison be made with Dehlī, it will be seen that the per-centage given above is favorable to that college, where successful students, moreover, obtained a higher average number of marks.* The 1st, 2nd, 4th, and 5th places were, however, gained by Lahore, which carried off 3 out of the four senior Government scholarships. The Gubbins scholarship was awarded to the senior student at Dehlī, and the Government scholarship that he had gained was consequently transferred to Lahore, as he could not be allowed to hold two.

60. Three students after passing the First examination in Arts were awarded scholarships of the value of Rs. 50 per mensem in the Rurkī college. One of these, however, has returned to Lahore with the view of reading for the degree of B. A. before prosecuting his professional studies.

Students who after passing the F. A. examination went up to the Rurkī college.

61. The success in life of students who have left the Lahore college is very satisfactory. They readily obtain employment, many of them hold excellent appointments, and they are in receipt of good salaries.

Success in life of the students who left the Lahore college.

DEHLI GOVERNMENT COLLEGE.

Principal.....J. SIME, ESQ., B. A.

Professor.....R. DICK, ESQ., M. A.

Asst. Professor of Arabic.....MAULAVI ZIYA-UD-DIN KHAN.

Master borne on zil' school establishment attached to college..... } C. S. KIRKPATRICK, ESQ.

Do. do.....LALA SRI RAM, B. A.

Sanskrit teacher borne on zil' school estabt. PANDIT KASHI NATH.

* Dehlī 225, Lahore 216.

Number of students in the Dehlī college.

62. The Dehlī college contained at the close of the year 51 students, or 17 more than at the end of 1869-70 Six students were withdrawn from the college, and 23 joined in the course of the year. The average number on the rolls was 37, and the average daily attendance 34, or 91·8 per cent. It is a remarkable fact that the college is attended by only one Muhammadan. The classes at the close of the year were constituted as follows :—

M. A. class	2	students.
B. A. or 4th year class	5	„
3rd year class	6	„
2nd year class	17	„
1st year class	21	„
Total	51	„

Mr. Sime appointed Principal and Mr. Dick, Professor of Mathematics.

63. Mr. Cooke has been succeeded in the Principalship by Mr. Sime, who joined the college in September 1870. Mr. Dick was appointed Professor of Mathematics with effect from 30th July 1870. The Dehlī college is highly fortunate in the acquisition of two officers of such eminent attainments and distinguished ability. Mr. Ellis was attached to the college till 23rd January 1871, when he obtained leave on medical certificate, and since that date Mr. Kirkpatrick, Head Master of the Lahore school, has officiated in his place.

Failure in the departmental examination in the second language.

64. There were in the departmental examination of July a considerable number of failures, more especially in the second language. The students of the 2nd year class made up their deficiencies by the end of the year, and the Principal reports a marked improvement at his December examination of the 1st and 3rd year classes.

B. A. and F. A. examinations.

65. For the B. A. examination 3 candidates presented themselves, one of whom, Hukm Chand, passed in the first division, gaining the second place amongst the bachelors of the whole Presidency. For the First examination in Arts, there were seven candidates, of whom 1 passed in the first, and 5 in the second division, and the seventh failed in English only. It may be observed that there were, throughout the Presidency, 212 candidates for the B. A. examination, of whom 84 passed, 7 being placed in the first division; and 540 candidates for the First Arts examination, of whom 233 passed. The results, therefore, of these examinations are highly creditable to Dehlī, and it is particularly satisfactory that none of the students who passed the First Arts examination were placed below the 2nd division.

Appointments obtained by students after leaving the college.

66. Of the 6 students who left the college in the course of the year, 4 have obtained appointments of the average value of Rs. 90 per mensem It is satisfactory to find that so large a number of students remain at college, notwithstanding the strong temptation

offered to them by the possibility of obtaining such appointments. The Principal anticipates that after the next Entrance examination, the number of students will exceed 70.

Necessity of additional Professors.

67. When the Government colleges of the Panjāb were first established, the appointment, in each institution, of a Principal, a Professor, and an Assistant Professor of Arabic, was sanctioned; and the Supreme Government promised to provide a second Professor for each college when sufficient progress should be made to justify such a measure. Subsequently, however, Government declined to comply with the repeated applications that were made for the fulfilment of this promise, on account of the paucity of college students in the Panjāb. In reply to the final application on this subject, when the Government were urged to provide the additional Professors, and to appoint also a Law Professor and Assistant Professors, so that the colleges might be placed on the same footing as those of the North-Western Provinces, it was suggested that provision should be made to meet such requirements by the Panjāb university college, in aid of which the Government had sanctioned a grant of Rs. 21,000 per annum. The Senate has appointed a Law Lecturer—a measure of the greatest utility—and has set apart Rs. 589 per mensem for scholarships to college students, but there is, I believe, no prospect of the entertainment of a Law Professor on the same footing as the gentleman employed in the North-Western Provinces, or of the provision of additional Professors and Assistant Professors for the Government colleges. By a temporary reduction in the number of upper departments of zil' schools, it has been possible, whilst improving the character of the instruction imparted in these institutions, to attach to each of the colleges two Masters and a Sanskrit Teacher. These officers cannot, however, be permanently attached to the colleges without injury to the zil' schools. Additional Professors, therefore, are absolutely essential, they have not been provided by Government, who considered that the necessary additions to the college staff should be made by the Panjāb university college, and that the bestowal of a grant on that institution must be taken in fulfilment of the promise above referred to, whilst the Senate, on the other hand, prefer to expend the funds under their control on other objects; and meanwhile the colleges suffer and are dependent on the temporary assistance that they have received from the zil' schools.

Introduction of the 'graded system' in the Educational Department

68. With effect from the commencement of the year under report the 'graded system' has been introduced in the Panjāb Educational Department. Under the new arrangements the salary of the Director will rise from Rs. 1,500 to Rs. 2,000, the salaries of the two Senior Inspectors from Rs. 1,000 to Rs. 1,250, those of the third Inspector and of the two Principals from 750 to Rs. 1,000, and the salaries of the fourth Inspector and of the two Professors from Rs. 500 to Rs. 750.

Position and prospects of Principals and Professors.

69. When the Panjāb colleges were first established, the 3rd Inspectorship (then held by Mr. Alexander, who succeeded immediately afterwards to the second Inspectorship) was

pronounced by the Panjāb Government to rank above the Principalship of the Lahore college, though the salary of the latter appointment was higher than that of the former. About the same time, and before the permanent appointment of Principals, the Local Government recommended that the salaries of Inspectors should be raised partly out of consideration for the personal claims of those officers, and partly with the view of rendering it more easy to obtain competent candidates for Inspectorships, and of affording to Principals and Professors the prospect of promotion to higher appointments.

Propriety of considering both Inspectors and Principals eligible for promotion in the higher grade.

70. Various efforts were made from time to time by the Local Government to raise the salaries of Inspectors, but with only partial success, until the introduction of the present system under which the two higher appointments are reserved for Inspectors. Although this arrangement is in accordance with the principles that have been maintained by the Local Government, the question has been raised of making Principals of colleges eligible for promotion to the highest grade without obliging them to become Inspectors. On the one hand, there can be no question that, if Principals were encouraged to look for promotion to Inspectorships in a higher grade, there would be much less difficulty in obtaining competent men to fill these appointments, and it would generally happen, under such an arrangement, that the officer selected to hold the Directorship, would have had experience both as Principal of a college, and as an Inspector of schools, so that he would have gained the widest knowledge of the requirements of the Educational Department. On the other hand, an officer who is admirably qualified to hold the post of Principal, and whom it would be neither just nor expedient to deprive of promotion in his proper turn, may of course be less suited for the duties of an Inspector than for the management of a college. This subject was discussed at the late Educational Conference, and after careful consideration the members were agreed that it would be advisable that both Inspectors and Principals should be eligible for promotion to the highest grade, but that if it were considered conducive to the public interests, a Principal might be required to accept an Inspectorship, or an Inspector the appointment of Principal. The matter has been submitted for the consideration of Government, and I trust that the recommendation of the Conference may be adopted.

Recommendation of Dr Leitner to the maximum salary of his grade.

71. I understand that when the graded system was introduced in Bengal, officers already in receipt of the minimum rate of salary assigned to the grade in which they were placed, were permitted to count, for increase of pay, the time during which they had served on such salary. Thus, if an officer had served for five years on Rs. 750, and were placed in the grade of Rs. 750 rising to Rs. 1,000, he would draw at once the maximum rate of pay. On the extension of the graded system to other Provinces, it was ruled that service previous to the 1st April 1870 should not count for increase of salary, and, as in the Panjāb Dr. Leitner would be the greatest sufferer if the privilege allowed to the Department in Bengal should be withheld, it has been recommended that he may, as a special case, be placed at the top of his grade with effect from the commencement of the current year.

SECTION IV.

GOVERNMENT SCHOOLS.

Statistics.

72. The following table shows the statistics of all Government schools in the prescribed form :—

DESCRIPTION OF INSTITUTIONS.	Number of institutions.	Number on rolls at close of 1870-71.	Average number on rolls monthly during 1870-71.	Average daily attendance.	TOTAL EXPENDITURE. From imperial revenue.			From local funds.		
Govt. schools, higher class	4	193	211	171	34,679	4	7	2 511	2	0
Ditto, middle do.	97	9,211	8,956	7,476	1,08,172	14	0	30,002	9	9
Ditto, lower do.	1,090	43,246	42,467	32,742	16,865	4	8	1,50,084	6	6
Govt. female schools	138	3,174	3,275	2,811	6,336	10	11	7,930	1	1
Do., normal schools	3	207	196	166	11,788	13	1	17,473	11	5
Do., jail schools	26	4,127	4,383	3,814	...	...	...	5,073	2	8
Total	1,358	60,158	59,488	47,180	1,77,842	15	3	2,13,075	1	5

A.—GOVERNMENT ZIL' SCHOOLS.

Zil' schools of the higher class comprise the upper, middle, and lower school.

73. Zil' schools of the higher class comprise, with their branches, three departments, the upper, middle, and lower school. The lower department usually consists of several schools located in different buildings, and is maintained, with a few exceptions, entirely on the grant-in-aid system.

Lower school and middle school examinations.

74. Before a boy is allowed to enter the middle school, he must pass the lower school examination, by which his knowledge of reading and writing the Vernacular and of arithmetic to compound division is tested. After completing the course of study for the middle school, which extends over four years, the pupil is required to pass the middle school examination, which embraces translation from English into the Vernacular and *vice versâ*, grammar, arithmetic, geography, the history of India, Urdū, and Persian. In the upper school, where the course of study extends over three years, the pupil is prepared for the Entrance examination of the Calcutta university.

Fact to be borne in mind in comparing the Government schools of this Province with Aided schools or Government schools in other Provinces.

75. The three departments are regarded as separate schools, students of the upper department only are shown as belonging to schools of the higher class; and, in like manner, students of the middle school only are included in schools of the middle class. It is, as I pointed out last year, very important that this fact should be borne in mind in any comparisons which may be made between Government schools of this Province and Aided schools or Government schools in other parts of India.

Zil' schools of the upper class maintained at Lahore, Dehlī, and Amritsar.

76. Zil' schools of the higher class are at present maintained in three districts only--Lahore, Dehlī, and Amritsar. In the remaining districts of the Province there are 23 middle class zil' schools, in which instruction is given to the standard of the middle school examination. The Ambālā district contains two such schools, situated respectively at Jagādhrī and Ropar. The Anglo-Vernacular school at Ferozepur, and three branch schools in the city of Dehlī, though maintained on the grant-in-aid system, are conducted in the same manner as zil' schools of the middle class.

Increase in the number of boys.

77. Including the Aided schools mentioned in the last paragraph, the total number of boys attending zil' schools and their branches has risen from 7,826 to 7,905. Of these 194 are in the upper department, 1,709 in the middle, and 6,002 in the lower. At the close of 1869-70 there were 171 in the upper department, 1,543 in the middle, and 6,112 in the lower.* These statistics are satisfactory, as they show an increase of numbers and a larger proportion of boys in the middle department as compared with the lower, and this, of course, is owing to the greater success of those who underwent the lower school examination.

Re-opening of upper departments where there are a sufficient number of boys.

78. Upper schools were maintained formerly in seven districts, and contained altogether 204 boys. During the year 1869-70 the number of upper schools was, with the approval of Government, reduced to three, and boys after passing the middle school examination are now, when funds are available, allowed stipends to enable them to continue their studies at Lahore, Dehlī, and Amritsar. This measure has greatly economized the power of our Educational staff, and boys of both the upper and middle departments are taught by better Masters than was possible under the old system. There were at the close of the year 194, and at the end of May last 216 students in the upper department at the three cities above mentioned. At the same time six Teachers, whose salaries aggregate Rs. 1,010 per mensem, have been lent to the colleges. It is, of course, desirable to re-open upper departments whenever there are a sufficient number of boys to warrant the employment of highly paid Teachers, and this will necessitate the return to zil' schools of the Masters who have been temporarily lent to the Lahore and Dehlī colleges.

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* CLOSE OF 1869-70.—*Lower department of zil' schools,*—Aided 5,332, supported by Government 376, total 5,708 (of these 186 boys belonged to Jhajjar, since abolished); Ferozepur lower school 404; grand total 6,112.

Middle department of zil' schools, 1,148 (of these 17 belonged to Jhajjar, since abolished); Ferozepur Aided school 74, 3 branches Dehlī 321; total 1,543.

Upper schools- Dehlī, Lahore, Amritsar, 171.

CLOSE OF 1870-71.—*Lower department of zil' schools.* Aided 5,461, Government 166, total 5,627 (of these 108 belong to Jehlam, last year returned as an Aided school); Ferozepur lower school 375; grand total 6,002

Middle department zil' schools, 1,335 (of whom 48 belong to Jehlam, last year returned as an Aided school); Ferozepur Aided school 66, 3 branches Dehlī 308; total 1,709.

Upper department,—Dehlī, Lahore, Amritsar, 194; of these 30 belonged to Oriental department Lahore. At the end of May 216—Lahore 69, Oriental branch 23, Amritsar 43, Dehlī 81.

Number of students in the Lahore school

79. The upper department of the Lahore school contained altogether at the close of the year 84 students, including 30 who belonged to the Oriental branch of the institution. The middle school contained 81 boys, and the lower school 109. At the end of 1869-70 there were 51 boys in the upper school, 98 in the middle, and 131 in the lower school. The falling-off in the middle and lower departments is due partly to the strictness with which the fees have been levied, and partly to an agitation on the subject of English instruction which has been described by Mr. Alexander, and to which I shall have occasion to advert under the head of "the English language in Indian education." (Since the close of the year the numbers have increased, and the school now contains more boys than at the end of 1869-70).

Improvement in the discipline of the institution.

80. It was stated in my last report that the discipline of the school was not so good as could be desired; and that the Head Master had various difficulties to contend against. The accession of a considerable number of boys from the upper schools that were reduced was of course calculated to exercise a disturbing influence, as these boys were frequently quite unfit for the classes to which they belonged. It would appear, moreover, that, during the last few months that he was at Lahore, the late Head Master was somewhat lax in his work. Since the school has been under the management of Mr. Staines, who took charge in January last, considerable improvement is visible.

Boarding house transferred from the Hammām to the Toshā-khānā.

81. In the early part of the year the old Hammām, a very capacious building in the city of Lahore, was put in order for the reception of pupils from out-stations. It proved, however, to be somewhat unhealthy, owing probably to the proximity of an open sewer which at certain hours of the day is extremely offensive, and most of the boys left.

Arrangements have now been effected for the accommodation of the boys in the building known as the Toshā-khānā, and orders have been issued for the enforcement of the rules observed in the boarding-house at Dehlī.*

Result of the last Entrance examination

82. Out of 18 boys in the 1st class of the upper school, only 8 were considered fit to present themselves for the Entrance examination, and of these 5 were successful. Under a perfect system every boy who has completed the course of study in a zil' school should be able to pass the Entrance examination without difficulty. Whilst, however, we maintained a considerable number of higher class zil' schools, imperfectly officered, it was inevitable that a large proportion of the students of the highest class should be unfit for matriculation. There should be very few failures amongst boys who pass through the three classes of upper schools as now constituted.

* At a recent visit to the boarding house I found everything cleanly, well arranged, and in good order.

Introduction of the study of the English language in the Oriental branch of the Lahore school.

83. The Oriental branch of the Lahore school was organized with the view of enabling promising students of Vernacular schools to complete their education at Lahore, and to read for the Entrance examination (in the Vernacular) of the Panjāb university college. I have on former occasions expressed my doubts whether a school of this description would prove successful in the Panjāb, where there is little demand for higher class Vernacular education, even when combined, as in this instance, with instruction in an Oriental classical language. I thought it desirable, however, that such an institution should be established at Lahore and allowed a fair trial. Owing to the absence of English education, no great desire was shown to enter the school, and all those boys who did enter expressed, after attending the school for about a year, a strong desire to learn English. Since the close of the year the school has been re-organized. In future, boys of Vernacular schools will be admitted after passing the middle school examination, for which they will be allowed, in lieu of English, to take up algebra and euclid, and will then be prepared for the Entrance examination of the Calcutta university.

Importance of affording the means of receiving a higher education to boys who show special ability in Vernacular schools.

84. The great importance of affording to boys, who show any special ability in Vernacular schools, the means of receiving a higher education, is self-evident, and to carry out this object in a thoroughly satisfactory manner a special school is essential. If such boys enter an ordinary zil' school, they are of course more advanced in some subjects than the other boys who are commencing English, and this gives rise to much inconvenience. I hope that it may be possible to provide a larger number of stipends for boys from Vernacular schools, and in this case the new branch will in all probability prove a great success.

Measures adopted for re-opening the branch schools.

85. Eight boys passed from the middle to the upper school, and 22 were successful in the lower school examination. Though the numbers have somewhat fallen off in the lower school, it appears to be in admirable order, and it is expected that a very large proportion of the boys will this year enter the middle school. It is supported entirely by the proceeds of fees supplemented by a Government grant. It was necessary, as was reported last year, to close all the branch schools, because the Municipality were unable to contribute anything towards their support. With the exception of the small school at Abbottābād, the Lahore school is now the only zil' school in the Panjāb which receives no support either from municipal funds or private subscriptions. The Inspector has been requested to address the Municipality again on the subject, as it is believed that their finances are in a better condition than was the case a short time ago. *

Number of students in the upper, middle, and lower departments of the Dehlī school.

86. At Dehlī, the upper school contained at the close of the year 63, and at the end of May 81 boys; the middle school 177, the 3 Aided middle schools 308, and the lower schools 610 boys. At the close of the previous year the numbers were—upper school

* The Municipality have agreed to contribute Rs. 50 per mensem, and three branch schools will be at once organized.

78 boys, middle school 110, the Aided middle schools 321, and the lower schools 608. There was also a branch school, containing 81 boys, which has since been abolished.

Result of the entrance and middle school examinations.

87. The result of the entrance and middle school examinations was satisfactory. Out of 15 candidates, 12 succeeded in passing the former, and I have no doubt that in the course of two or three years much larger numbers will annually present themselves for examination. At the lower school examination the proportion of successful boys was small as compared with some of the minor schools.

Indigence of the Muhammadans the cause of the failure of the Arabic department.

88. I reported last year that the expectation that Muhammadan boys would be induced to attend school by the organization of a special Anglo-Arabic department, had not been realized, and I stated my belief that the majority of Muhammadans in Dehlī, including those of the best families, had been reduced to such a state of indigence that they were unable to send their sons to school. I adverted to the great social and political importance of insuring the education of at least a fair proportion of boys of this class, and I added that I should endeavour, in consultation with the Principal, to carry out some arrangement that would facilitate the object in view.

Scholarships to Muhammadan boys in indigent circumstances.

89. It was eventually determined to abolish the Chelon-kā-kūchā branch middle school, which was supported from the proceeds of the Nawāb fund, and the savings thus effected have afforded the means of setting apart Rs. 150 per mensem to be expended on scholarships to Muhammadan boys of good family in indigent circumstances, and a Committee has been organized to recommend suitable candidates for admission. My thanks are due to Colonel Young, the Commissioner, for the assistance that he rendered in carrying out this measure which promises to be very successful. It has already caused a large accession of Muhammadan boys, especially to the lower department, many attending the school in the hope of obtaining a scholarship on the occurrence of a vacancy.

Number of students in the Aided middle schools in Dehlī.

90. There are three middle schools in Dehlī, supported on the grant-in-aid system, and serving as feeders to the upper school: the Charkhewālā school, the Nīl-kā-katrā school, and the Anglo-Sanskrit school. They contain, as stated in para. 86, 308 boys, which shows a falling-off of 13 since the commencement of the year. They are making on the whole fair progress.

Death of Lālā Wazīr Singh.

91. It is with great regret that I record the death of Lālā Wazīr Singh, the patron and manager of the Nīl-kā-katrā school. The Lālā for years passed expended his money most liberally on educational objects; and spent a considerable portion of his time in the Nīl-kā-katrā and other schools.

Interest taken by Lālā Ishrī Parshād in education.

92. Lālā Ishrī Parshād, the manager of the Charkhewālā school, for the support of which he liberally subscribes, continues to show his accustomed interest in education.

93. The Anglo-Sanskrit school is supported by a subscription supplemented by a grant-in-aid. It owes its origin to Lālā Rāmī Mal, who gives Rs. 50 per mensem towards its support. It is managed by a Committee of Native gentlemen acting in concert with the Officers of the Educational Department.

Interest taken by Lālā Rāmī Mal

94. The general progress of the Amritsar school has been highly satisfactory. The number of students in the upper school was the same at the close of the year as at the commencement; but in the middle school the numbers had risen from 125 to 169, and in the lower department, which consists of 7 schools supported on the grant-in-aid system, from 880 to 1,015.

Number of students in the Amritsar school.

95. The result of the middle school examination was creditable, but out of 13 candidates only 6 succeeded in passing the entrance examination. Some of the candidates who presented themselves were suffering from illness, and allowance must also be made for similar difficulties to those noted in the case of Lahore from the influx of boys from other schools. The lower schools are in a very satisfactory condition, and 60 boys after passing the lower school examination were drafted into the middle school.

Results of the middle and lower school examinations.

96. At the commencement of the year, there were, including the middle departments at Lahore, Amritsar, and Dehlī, and the Chelon-kā-kūchā branch at the latter city, 23 middle class zil' schools, containing 1,165 boys. There are also, as has been above reported, three branch schools at Dehlī, and an Anglo-Vernacular Aided school at Ferozepur, in which the zil' school system was followed. During the year the Chelon-kā-kūchā and the Jhajjar schools have been abolished, the school at Jehlam, lately under the management of the Chaplain at that station, has been constituted a zil' school, and the Abbottābād school, which was temporarily reduced to an inferior grade, is now divided into a lower and middle department. At the close of the year there were, as at the commencement, 23 schools, but the number of boys had risen to 1,335.

Number of middle class zil' schools and the students attending them.

97. In 1869-70 zil' schools sent up 149 candidates to the middle school examination, of whom 31 passed. In the year under report 126 candidates presented themselves. An attempt was made to alter the standard of this examination by raising the minimum number of marks for each subject that entitles a boy to pass. This and some exceptional circumstances which attended the examination caused in the first instance a large number of failures. Eventually 81 boys were considered to have passed. There has certainly been a great improvement since the previous year, though a few of those who were allowed to pass were no doubt somewhat below the proper standard. The three branch schools at Dehlī sent up in 1869-70, 10 candidates, of whom 1 passed, and the Ferozepur school 3, of whom 1 passed. In 1870-71, the former sent up 8, of whom 7 passed, and the latter 7, of whom 3 passed.

Middle school examination.

98. I was convinced that the reduction of upper schools above reported, and the consequent employment of better teachers in many of the middle class schools, must produce in time a great result, especially with regard to English instruction. I was not, however, prepared for the very great improvement that the middle school examination has brought to light. In 1869-70 only 68·6 per cent. of the candidates from zil' schools obtained more than 30 per cent. out of the maximum number of marks allowed for English, 14·3 obtained more than 40 per cent., and only 1 boy more than 50 per cent.; during the year under report, 80·1 per cent. of the candidates obtained more than 30 per cent., 39·6 more than 40 per cent., and 11·9 more than 50 per cent. A very great improvement must still take place in most of our middle class schools before they reach the high standard, to which I expect them to attain in the course of a few years, but the result above recorded is certainly most encouraging.

Improvement in English instruction in the middle class schools.

99. The middle departments of the Lahore, Dehlī, and Amritsar schools have been already noticed. In the remaining zil' schools the number of boys has increased from 751 to 908. Some of these schools are in excellent order, a few have suffered from the misconduct of the teachers, or the prevalence of sickness, but the progress that has been made is on the whole quite satisfactory.

Progress of the middle class schools.

100. Amongst the schools that have suffered from sickness is that at Rāhun. Though Rāhun is a small town, the school would be one of the best of its class in the province, if it were not for the terrible pestilence which prostrates every year so large a portion of the population. Nūrpur is another town that suffers severely. It would be strange indeed were it otherwise, considering the state of the water that the poorer classes, who cannot afford to send to a great distance, are compelled to drink.

Rāhun and Nūrpur schools suffered from sickness.

101. The schools that constitute the lower departments of the middle class zil' schools are supported, as I have already stated, almost entirely on the grant-in-aid system. The general progress of these schools is highly satisfactory, and the majority are rapidly improving.

State of the middle class zil' schools.

The schools differ very much in different localities, there are still some that are far from efficient, whilst others are really excellent. It is of course essential to their success that sufficient funds should be available to secure competent teachers; much, however, depends on the locality where they are situated, more especially because it is seldom expedient in schools of this class to employ strangers; much too depends on the Head Master, and on the degree of attention that is bestowed by himself and his assistants on the supervision of these schools. I was particularly struck with the branch schools at Rewārī, where a very large proportion of boys, few of whom could have been more than eight years of age, were able to read intelligently an Urdū book which they had not

previously learnt. On the whole, however, the best schools are in the Lahore circle, where they have been very carefully organized by the Inspector, who has obtained liberal assistance from most of the Municipalities.

B.—GOVERNMENT TOWN SCHOOLS.

Vernacular schools under the existing system are classed as town and village schools.

102. According to the existing system, Vernacular schools are of two grades, town schools and village schools. The scheme of studies is the same for both, and provides for eight classes; but in the great majority of schools some of the higher classes are always empty. A school which contains boys who have advanced as far as the 3rd class, which has an average attendance of 50, and in which more than 20 boys are above the 6th class, is entitled to rank as a town school. Some of the existing village schools fulfil these conditions, but have not been raised to the higher grade, because a new system of classification is about to be introduced. To both town and village schools, an English Teacher, supported on the grant-in-aid system, is sometimes attached.

Their future classification as primary and middle class schools.

103. In future Vernacular schools will be distinguished as primary and middle class. The former will contain four classes, and the latter six. The scheme of studies in middle class Vernacular schools will not differ materially from that hitherto in use, but the arrangement of classes will correspond closely with that of middle class zil' schools. A uniform system of examination, by which the progress of every boy will be tested at certain points in his school career, will stimulate the exertions of both pupils and teachers, and will afford a clear and certain indication of the annual progress that is made. Where there is any demand for higher education in the Vernacular, upper class schools will be established.

Vernacular branch of the Lahore school.

* *Vide* para. 83.

104. A Vernacular branch of the Lahore school was organized with the view of affording to boys from town schools an opportunity of receiving a higher education. As already stated,* however, it was found necessary to change the character of the instruction imparted, and to introduce English. If provided with a sufficient number of moderate stipends, this institution is likely to prove highly popular and useful, and by inducing candidates to compete for scholarships it will stimulate Vernacular education.

Upper class Vernacular school at Ludiānā.

105. An upper class Vernacular school has been organized at Ludiānā, and is supported by subscriptions from municipal funds supplemented by a Government grant-in-aid. It contains at present 112 pupils from the various town schools of the district. In future boys will be admitted to this institution after passing the middle school examination.

Statistics of the town schools.

106. There were at the close, as at the commencement of the year, 73 town schools; of these 25 were in the Ambālā circle, 35 in the Lahore circle, 6 in the Rawal Pindi circle, and 7

in the Multān circle. They were maintained at a cost of Rs. 48,021, of which Rs. 26,981-9-11 were paid from the imperial revenue, Rs. 12,510-4-3 from the one per cent. cess, and Rs. 8,529-2-3 from other sources, such as fees, &c. Though some boys had been drafted into the upper schools at Lahore and Ludiānā, the numbers on the rolls had risen from 7,684 to 7,876, and the average attendance from 6,476 to 6,506. Fees amounted to Rs. 1,996, which is less by Rs. 92 than the amount collected during the previous year.

Want of additional funds for the superior Vernacular schools.

107. There is no class of schools that stands so much in need of additional funds as superior Vernacular schools. The staff of teachers is numerically weak, and the salaries are too often inadequate, and I earnestly hope that it may be possible under the new financial system to provide for their further improvement and development.

Progress of study in town schools.

108. The educational progress that has been made during the year in town schools is highly satisfactory, though there is still great room for improvement. The number of boys in the five upper classes, which correspond with the middle department of zil' schools, has increased in every circle. At the close of 1869-70, these classes contained 1,649 boys, and by the end of the year under report the number had risen to 1,921. The following table shows the per-centage in each class at the close of 1869-70 and 1870-71, respectively :—

Per-centage of schools at the close of	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.	Pupils reading English.
1869-70	·22	1·2	4·3	5·97	9·8	17·2	18·5	42·6	·3
1870-71	·4	1·4	5·1	6·7	10·7	16·1	18·4	40·6	·36

Town schools of the Derā Gāzī Khān and Gurgaun districts.

109. It will be convenient in this place to notice the town schools of the Gurgaun and Derā Gāzī Khān districts, which are maintained on the grant-in-aid system and are not included in the above statistics. In the former district, which contains 4 town schools, there has been a slight increase of numbers, and very satisfactory progress has been made; in the latter the number of boys has considerably fallen off. Altogether there were 709 boys on the rolls at the close of the year, against 728 at the commencement.

Wards' school at Ambālā.

110. At Ambālā is a school for the education of Government wards. The sons of Sardārs and Native gentlemen are admitted on the payment of moderate fees. The boys receive a good education, and are also taught to ride and shoot, as it is a special aim of this institution to accustom the young Sardārs who attend it to manly pursuits. It is under the District Authorities, but it is customary for the Inspector to examine it annually. His report of the progress that has been made, and of the general management of the institution, is highly favorable.

C.—GOVERNMENT VILLAGE SCHOOLS.

Number of Government schools of the lower class.

111. There are altogether 1,090 Government schools of the lower class. Amongst these are included the lower departments of three zil' schools, which I have already noticed when treating of zil' schools.

Statistics of the village schools.

112. There were at the close of the year 1,087 village schools, containing 43,080 boys. They were maintained at a cost of Rs. 1,66,088-5-3, of which Rs. 16,003-14-9 were paid from the imperial revenue, Rs. 1,40,605-2-10 from the one per cent. cess, and Rs. 9,479-3-8 from other sources; Rs. 4,593 were collected as fees. There has been on the whole a reduction of 41 village schools, and the number of boys borne on the rolls is less by 406 than at the commencement of the year. The fees have increased by Rs. 266, and the total cost of the schools is more by Rs. 842 than in the previous year.

Decrease in the number of village schools; increase of pay of teachers.

113. During 1869-70, a large reduction was made in the number of village schools. This was owing to two distinct causes. It was necessary in the first place to reduce by Rs. 8,762 per annum the expenditure from the one per cent. cess, which had for some years past exceeded the income, the balance being paid from the accumulated savings that had accrued during the infancy of the department. It was determined also to raise the minimum salary of village teachers from Rs. 5 to Rs. 10 per mensem. The latter measure was at once fully introduced in many districts, but has not yet been entirely carried out in all—and hence a further reduction of schools took place during the year under report.

Decrease in the number of boys confined to the lowest class.

114. With regard to the trifling falling-off in the number of boys on the rolls, it may be observed—first, that it is confined entirely to the lowest class, which consists of boys learning the alphabet—for in the other classes there has been an increase of 886; and secondly, that the decrease is small as compared with the reduction in the number of schools, the average number of boys in each school being greater than before. On examining the statistics it will be observed that in the Ambālā circle, where the number of schools remains the same, the number of boys has decreased by no less than 674, though here, as in the whole Panjāb, there has been in the aggregate an increase of boys in the classes above the 8th. It is remarkable that Gurgaun, where the village schools have most improved, is one of the districts that shows the greatest decrease of numbers. The village schools in this district were formerly, from want of efficient supervision, amongst the worst in the circle, and no less than two-thirds of the boys were in the lowest class. Though the number of boys in this class has fallen off by 276, there has been in the higher classes an increase from 435 to 560. In Rohtak, on the other hand, where the Chief Muharrir appears to be very inefficient, there is a falling-off in all classes. Mr. Pearson reports favorably of the Chief Muharrirs in his circle, and it is remarkable that whilst the number of village schools has been reduced by 18, the number of boys has increased by no less than 569.

Per-centage of pupils in each class of village schools.

115. That considerable progress has been made during the year may be inferred from the fact that the number of boys in the five upper classes has risen from 5,497 to 6,475. The following table shows the per-centage in each class at the close of 1869-70 and 1870-71, respectively :—

Per-centage of scholars at the close of	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.	Pupils reading English only.
1869-70	·005	·06	·9	2·8	8·9	16·8	19·4	51·1	·02
1870-71	·004	·12	1·3	3·9	9·6	17·18	19·19	48·5	·02

Progress of study in village schools.

116. Mr. Cooke, who saw the schools for the first time, found that in both town and village schools, but more especially in the latter, few boys could work out a sum with any neatness, or method; that in history the facts related in the text-books were known, but no oral explanations had been given in addition; and that in geography also the teaching was weak. For the middle school examination there were 22 candidates, of whom 13 passed; for the sadr examination 253 candidates, of whom 153 passed; and for the oral examinations 2,282 candidates, of whom 1,021 passed. Of the existence of the faults above mentioned there can be no doubt, and I have myself indeed brought them prominently to notice on former occasions. When, however, we compare the present condition of these schools with their state twelve years ago, when they had been recently established and I saw them first, the progress already made is certainly remarkable. Histories and geographies and text-books of every kind were learnt by rote without a thought as to the meaning, and the boys were generally quite incapable of reading a book they had not seen before—or even their own text-book which they knew by heart, unless furnished with some clue as to the first few words. Instead of coming eagerly from neighbouring villages to the Inspector's examination, the boys were in some cases secreted by their mothers on my approach, under the impression that the school was an ingenious device to obtain possession of their persons, and that the Government would send them to Calcutta for some sinister though unknown purpose.

Proportion of boys in different classes and circles.

117. The village schools in the Lahore circle are as numerous and contain a larger number of boys than those of the Ambālā and Rāwal Pindī circles together, and a larger proportion of pupils than in either of these circles belongs to the five upper classes. In the Rāwal Pindī circle the schools are very unequal, those of the Rāwal Pindī, Jehlam, and Gujrāt districts being infinitely superior to the others. The progress in the three districts above named, more especially in Gujrāt, is highly satisfactory, and the proportion of boys in classes above the 6th is comparatively very high, and is steadily increasing. This is due, to a great extent, to the exertions of the Chief Muharrirs. Additional funds are, however, very urgently

required to provide for the extension of popular education in these districts. A large proportion of the schools on the Frontier are little more than nominal, and the people do not realize the fact that Government takes real interest in the promotion of education amongst them. The Inspector thinks that little progress can be made till more serious attention is given to education by the local authorities. When a real beginning shall once have been effected the action of the department will prove beneficial, but at present there is nothing on which it can work.

Village schools in the Jhang and Derā Gāzī Khān districts.

118. In the Multān circle, the Jhang district, where Mr. Wakefield, the Deputy Commissioner, takes a great interest in education, seems to have made the most progress. In the Aided village schools of the Derā Gāzī Khān district there has been a falling-off of 163 boys, which is said by the Deputy Commissioner to be owing partly to the prevalence of fever.

In many districts of the Lahore circle the people offer to pay half the salary of a teacher.

119. Mr. Alexander brings to notice that it is now a common thing in many of the districts of his circle for the people of a village to offer to pay half the salary of a teacher, in order to secure the establishment of a school. He reported last year the case of a village in the Lahore district where a school on the Government system is maintained entirely by the people themselves. During his last tour in the Gurdāspur district, the lambardārs of a village, where the school had been reduced, informed him that they still retained the teacher, and requested that their school might be visited by the District Inspector, so that the Government course of study might be adhered to and proper progress insured.

More funds required for primary education in some districts.

120. The employment of competent District Inspectors will, I hope, do much to improve our village schools. The scale of salaries recently sanctioned is sufficiently liberal—though, as already stated, it has not yet been fully introduced in all districts; and with this and other inducements, I believe that a superior class of young men will offer themselves for training at our normal schools with the view of becoming teachers. For the wider extension of primary education in districts where the people are really beginning to appreciate its advantages more funds are urgently required.

D.—GOVERNMENT FEMALE SCHOOLS.

Statistics of the Government female schools.

121. The number of Government female schools has been reduced from 164 to 138, and the number of pupils attending them has fallen from 3,496 to 3,174. A few of these schools are doing good work, but in the majority the progress is far from satisfactory. It may be expected that those in the Lahore circle, which now come under regular inspection, will gradually improve; but their condition will never be really satisfactory till they are provided with regularly trained Female Teachers. Out of the total number, 2,576 of the girls are Muhammadans, and 571 Hindūs,

E.—GOVERNMENT JAIL SCHOOLS.

Statistics of the Government jail schools.

122. At the close of 1870-71 there were 26 jail schools, inclusive of the Thaggī and female jail schools at Lahore. The number of men whose names are borne on the rolls has fallen from 4,629 to 4,127, and the average attendance from 4,283 to 3,814. Out of the total number attending school on the 31st March last, 2,437 were Mūhammadans; 3,648 men learn Urdū. Better teachers have been appointed in most of the jails, and the expenditure has consequently increased from Rs. 3,272 to Rs. 5,073. The whole cost, however, is now paid from the prison labor fund.

Jail education not very successful.

123. On the whole, jail education cannot be said to have proved hitherto very successful. This appears to be owing in a great measure to the scepticism on the part of the officers concerned as to the utility of attempting to teach the prisoners.

Lahore jail school.

124. The Lahore jail is that in which education has been most successful. Dr. Henderson has always taken a great interest in the matter. He has encouraged the prisoners to study by making their promotion to the posts of ward-master and work-overseer depend on their progress. He finds, as a matter of experience, that any average prisoner under 50 years of age can, when he has an object to gain, learn to read easy sentences in six months. Education has a great effect in keeping prisoners out of mischief, and appears to wake in them a new interest, which is found to be entremely beneficial.

SECTION V.

PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

General statistics of Aided schools

125. The following is the prescribed statement :—

Description of institutions.	No. of institutions.	No. on rolls at close of 1870-71.	Average No. on the rolls monthly during 1870-71.	Average daily attendance.	Grants given by Government.			Expenditure from all sources other than grants given by Government		
Schools of the higher class ...	11	2,523	2,471	1,974	32,342	7	1	38,759	11	6
Ditto, middle class....	39	3,142	3,422	2,722	43,547	11	9	68,310	6	6
Ditto, lower class.....	167	9,984	10,191	8,168	25,828	2	3	32,449	6	10
Female schools.....	327	8,645	8,894	7,049	29,778	15	0	36,813	5	6
Aided normal schools.....	7	198	193	162	17,285	14	9	10,728	15	10
Total.....	551	24,492	25,171	20,075	1,48,783	2	10	1,87,061	14	2

Increase of expenditure on grants-in-aid.

126. The monthly expenditure on grants-in-aid has advanced during the year from Rs. 13,838-12 to Rs. 13,951-4; the net increase since the commencement of the year is Rs. 112-8; details are shown in the following statement :—

	Names of schools.	Amount.			Total.			Date from which sanctioned.
	Additional Grants.							
1.	Mission school, Jandiālā, 40 to 50	10	0	0				1st Decr. 1870.
2.	Mission school, Ambālā, 125 to 190	65	0	0				1st June „
3.	Lady Lawrence girls' school, Amritsar, 56 to 91	35	0	0				1st April „
4.	Elementary English school, Pālampur (Kāngrā), 30 to 55	25	0	0				Ditto.
5.	Mission school, Gujrānwālā, 50 to 85	35	0	0				Ditto.
					170	0	0	
	New Grants.							
1.	Mission Industrial school, Dehlī	25	0	0				Ditto.
2.	Six purely Vernacular schools, ditto	195	0	0				Ditto.
3.	High Vernacular school, Ludiānā	115	0	0				1st Sept. 1870.
4.	Lower zil' school, Lahore	30	0	0				1st April 1870.
5.	Mission girls' school, Hushyārpur	20	0	0				1st May 1870.
6.	Female school, Multān	8	8	0				1st April 1870.
7.	Cantonment Anglo-Vernacular school, ditto	60	0	0				Ditto.
8.	Bodīs' female school, Jehlam	10	0	0				Ditto.
9.	Branch schools, Gujrānwālā	42	0	0				Ditto.
10.	Lower zil' school, Bherā	21	0	0				Ditto.
11.	Vernacular school, Peshāwar	85	0	0				Ditto.
12.	Elementary English school, Muzaffargarh	30	0	0	641	8	0	Ditto.
					811	8	0	
	Grants reduced or abolished.							
1.	Mission school, Jehlam	150	0	0				1st Aug. 1870.
2.	Elementary English school, Sayadwālā (Montgomery)	15	0	0				1st April 1870.
3.	Ditto ditto Unāh (Hushyārpur)	16	8	0				1st May 1870.
4.	Ditto ditto Jalandhar	10	0	0				9th April 1870.
5.	Ditto ditto Chūnīān (Lahore)	16	0	0				1st Ditto.
6.	Ditto ditto Sharaqpur (Do.)	15	0	0				Ditto.
7.	Ditto ditto Kasūr, 48 to 15	33	0	0				Ditto.
8.	Vernacular school, Ludiānā	15	0	0				1st Sept. 1870.
9.	Elementary English school, Hānsī, 33 to 25	8	0	0				Sept. 1870.
10.	Ditto ditto Nawāshahar } Jalandhar...	15	0	0				1st April 1870.
11.	Ditto ditto Bungāh } Jalandhar...	15	0	0				1st Aug. 1870.
12.	Ditto ditto Srī Gobindpur	15	0	0				1st April 1870.
13.	Anglo-Vernacular school, Lahore	51	0	0				15th July 1870.
14.	Female school, Hissār, 20 to 10	10	0	0				July 1870.
15.	Vernacular Lectures Society for the diffusion of useful knowledge, Lahore	100	0	0				1st June 1870.
16.	Amritsar boys' orphanage	20	0	0				Ditto.
17.	'Amlā school, Ambālā	80	0	0				1st May 1870.
18	Elementary English school, Jagraun (Ludiānā)	15	0	0				1st April 1870.
19.	Ditto ditto Machhīwārā (Do.)	15	0	0				1st Sept. 1870.
20.	Ditto ditto Kanyārā (Kāngrā)	10	0	0				2nd July 1870.
21.	Rewārī artizans' school (Gurgaun)	25	0	0				6th Decr. 1870.
22.	Elementary English school, Shām (Hushyārpur)	16	0	0				1st Jany. 1871.
23.	Female schools, Montgomery	6	0	0				1st April 1870.
24.	Branch schools, Jhajjar	7	8	0				April 1870.
25.	Lahore Mission school, 455 to 435	20	0	0				1st April 1870.
					699	0	0	
	Net Increase				112	8	0	

Expenditure on grants-in-aid during 1869-70 and 1870-71.

127. The grants paid to Aided schools amounted to Rs. 1,48,783-2-10, those paid to elementary English teachers for town and village schools to Rs. 8,530, and grants to purely

Vernacular schools under article XIV to Rs. 1,010, making a total of Rs. 1,58,323-2-10, or, if we include building and endowment grants, of Rs. 1,70,477-2-10. In the previous year grants to Aided schools amounted to Rs. 1,50,878, grants for elementary English teachers to Rs. 9,640, and grants to purely Vernacular schools under article XIV to Rs. 7,184, making a total of Rs. 1,67,702. Endowment and building grants amounted during 1869-70 to Rs. 11,750 and during 1870-71 to Rs. 12,154.

Increase in the expenditure on male schools, the number of boys, and their attendance.

128. The total expenditure on male schools has risen from Rs. 2,37,789-14-5 to Rs. 2,41,057-13-11, the number of boys whose names are borne on the rolls from 15,331 to 15,649, and the average attendance from 12,173 to 12,864. In girls' schools the expenditure has fallen from Rs. 71,504-10-2 to Rs. 66,592-4-6, and the number of girls from 9,712 to 8,645. In normal schools for both sexes there is an increase of about Rs. 2,000 in the expenditure, and a slight falling-off in numbers.

Introduction of the system of payment by results deferred.

129. It has been necessary to defer the introduction in Aided schools of the modified system of payment by results referred to in my last report, but it is hoped that rules on the subject will be drawn up at the next Educational Conference.

PRIVATE SCHOOLS OF HIGHER CLASS.

Bishop Cotton school, Simla.

130. The Bishop Cotton school at Simla is the only school of the higher class for Europeans. It is taught by the Revd. Mr. Slater, the Head Master, and four Assistant Masters. It contained at the close of the year 95 boys, all boarders. The charge for lodging and education is Rs. 360 per annum, and Rs. 10 per mensem out of this amount is considered to represent the fee for tuition. There are fifteen exhibitions in the gift of the Governors, by which the annual payment is reduced from Rs. 360 to Rs. 240. The boys are for the most part very ignorant when they enter the school, some of them being unable to speak English; they are frequently late in joining after the commencement of the term, and home influences have often an injurious tendency. The school was minutely examined by the Inspector, who reports in most favorable terms of the progress that has been made. Two boys went up for the entrance examination of the Calcutta university, and both passed in the first division. The entrance class now contains 7 boys, and 3 boys are preparing for admission to the Rurkī college during 1871. Hitherto only boarders have been admitted to the school, but the Governors have now consented, in accordance with the wish of Government, to admit day scholars.

Anglo-Vernacular Mission schools of the higher class, 9 in number.

131. There are 9 Anglo-Vernacular schools of the higher class for natives; at Dehlī, Ambālā* and Ludiānā in the Ambālā circle; at Lahore, Amritsar, Jalandhar and Gujrānwālā * in the Lahore circle; and at Rāwal Pindī and Peshāwar in the Rāwal Pindī circle. There is also a high Vernacular school at Ludiānā in the Ambālā circle.

* These schools hardly come up to the standard of an upper school

General statistics

Dehlī	9
Ambālā	4
Ludiānā	7
Lahore	14
Amritsar	15
Jalandhar	20
Gujrānwālā	0
Rāwal Pindī	15
Peshāwar	7
	91

132. The names of 2,428 students were borne on the rolls at the close of the year, the average attendance was 1,873, and the average number on the rolls 2,370. Fees amounted to Rs. 3,881-6-1. In the 8 schools that were included in the return for 1869-70 the number of boys has increased from 1,816 to 1,870, and the average attendance from 1,390 to 1,486. Fees have risen from Rs. 2,802 to Rs. 3,794-12-6. In the 9 Mission schools 91 boys, as noted in the margin, may be considered to belong to the upper department. The statistics of boys who might be considered to belong to the middle department are not complete.

Students who passed the entrance examination from the 9 Anglo-Vernacular Mission schools.

133. For the entrance examination there were in the Ambālā circle 8 candidates from the Dehlī Mission school, of whom 1 passed in the first, 4 in the second, and 1 in the third division; 2 from Ludiānā, of whom 1 passed in the second division; the Ambālā school supplied no candidates. In the Lahore circle there were 5 candidates from the Lahore Mission school, of whom 1 passed in the first, 1 in the second, and 2 in the third division; 7 from Amritsar, of whom 4 passed in the second, and 1 in the third division; 4 from Jalandhar, of whom 1 passed in the second, and 2 in the third division; and 2 from Gujrānwālā, 1 of whom passed in the second, and 1 in the third division. The Rāwal Pindī school sent up one candidate, who passed in the first division; and the Peshāwar school 2, who passed in the second.

Students who passed the middle school examination

Dehlī	6
Ambālā	3
Ludiana	2
Lahore	15
Amritsar	10
Jalandhar	13
Rāwal Pindī	7
Peshāwar	10
	66

134. The Gujrānwālā school did not send up any candidates for the middle school examination. The remaining 8 Mission schools sent up 66 candidates, as noted in the margin, of whom 30 were considered to have passed. There has been a great improvement in the majority of schools since last year, when all the candidates failed. Ambālā and Ludiānā, however, have sent up no successful candidates on the present occasion. Jalandhar and Rāwal Pindī have done best, and after them Amritsar.

Result of the middle school examination in the different Mission schools

135. It may be observed that the Dehlī Mission school, which has done so well in the entrance examination, failed badly in the middle school examination. On the whole, the Jalandhar, Rāwal Pindī, and Amritsar schools appear to be in the most satisfactory condition. The Lahore Mission school has hardly come up to the standard that might be expected from its high reputation. It appears, however, that various useful measures that are likely to tend to its improvement have been carried out during the year under report, and there can be little doubt that, under the able superintendence of the present Manager, it will soon recover the lost ground. It constitutes with its branches the largest educational institution in the province,

PRIVATE SCHOOLS OF THE MIDDLE CLASS.

European schools of the middle class for boys.

136. There are two European Aided schools for boys, the High school at Lahore, and the Henry Lawrence Memorial Asylum at Murree.

High school at Lahore.

*137. The Lahore High school has made satisfactory progress during the year. It contained at its close 31 boys, the average number on the rolls was 23, and the average attendance 19. The cost was Rs. 4,820-6-3, of which Rs. 1,854-13-2 were contributed by Government.

Lawrence Memorial Asylum at Murree.

138. The Lawrence Memorial Asylum is capable of affording accommodation to 150 children, but the number has been restricted for want of funds. The institution contained at the close of the year 131 children, the number of boys and girls being nearly equal. The general management of the Asylum was successful; but the progress of the children in their studies was not altogether satisfactory, and it was found necessary to remove the School Master.

Aided schools of the middle class for natives.

139. There were at the close of the year 32 Aided schools of the middle class for natives, containing 2,980 boys. Of these institutions 16 are Mission schools, 3 serve as branches of the Government school at Dehlī, 2 are Anglo-Vernacular schools under Cantonment Magistrates* 8† are of similar standing with Government town schools and are under the management of Deputy Commissioners. The Ferozepur school, which was formerly a zil' school, an adult school at Lahore, under native management, and the 4th Gurkhā Regimental school, make up the number.

* Ferozepur.
Miān Mīr.
† Gurgaun 4
Derā Gāzī Khān 3
Kasaulī. . 1
—
8

Notice of various middle class Aided schools.

140. In 1869-70 the Derā Ismāil Khān school was the only Mission school of this class which sent up successful students for the middle school examination. During the year under report 6 boys from Siyālkot, 2 from Wazīrābād, and 2 from Derā Ismāil Khān have passed. The two former schools are reported to be in very good order. The Derā Ismāil Khān school has suffered from the transfer elsewhere of the Revd. Mr. Bateman. The three schools at Dehlī, which serve as branches to the main school, have been already noticed (*vide* para. 90). Of these the Charkhewālā school supplied 4, and the Nīl-kā-katrā 3 successful candidates for the middle school examination. The cantonment schools at Ferozepur and Miān Mīr are making satisfactory progress; the Vernacular schools have been already noticed under the head of town schools; the Kasaulī school owes its origin to the liberality of Colonel Young, now Commissioner of Dehlī, who founded the school and endowed it with Rs. 1,000

A middle class Aided school opened at Gurdāspur.

141. I reported last year that the Ferozepur school was the only instance of a zil' school maintained entirely on the grant-in-aid system. A school has now been opened in the

Gurdāspur district, and the scheme in force in zil' schools has been introduced. The propriety of giving also some instruction in agriculture is under consideration. This institution is maintained by subscriptions raised by the agricultural population amongst themselves, and the money really seems to have been given spontaneously. The school, which is well attended by boys from all parts of the district, is to receive a grant-in-aid from the commencement of the current year.

Provision of pension for teachers employed in grant-in-aid schools.

142. It would greatly facilitate the extension of the grant-in-aid system if teachers employed in grant-in-aid schools under the management of Government officers were made eligible for pensions. A teacher can hardly be expected to use any local influence he may possess in order to raise funds with the view of placing the school in which he is employed on the grant-in-aid system, when the effect of such a measure will be to render all the teachers who may be hereafter employed in the school ineligible for pensions.

D.—PRIVATE SCHOOLS OF THE LOWER CLASS.

General statistics.

143. There were at the close of the year 166 Aided schools of the lower class, containing 9,984 boys. The average number on the rolls was 10,191, and the average attendance 8,168. At the end of 1869-70 there were 167 schools, containing 9,781 boys; the average number on the rolls was 9,872, and the average attendance 7,671. Of these schools 30 are village schools in the Derā Gāzī Khān district, which receive a special grant equivalent to the subscriptions raised in excess of the one per cent. cess. The other schools, with very few exceptions, constitute the lower departments of zil' schools, or the branches of zil' and Anglo-Vernacular Mission schools.

Schools at Kotgarh.

144. There are 11 primary schools under the Kotgarh Mission, which contained at the close of the year 163 boys, and had an average daily attendance of 126. They are certainly doing useful work; but on a recent occasion, when I had an opportunity of seeing them, I found that they had hardly made the progress that I expected.

Indigenous schools.

145. According to the statistics supplied by District Officers, on which, however, very little reliance can be placed, there are 4,133 indigenous schools which receive no aid from Government. They are supposed to contain 50,551 boys, of whom 29,084 are Muhammadans. As I have reported on former occasions, there is no machinery in existence by means of which reliable information regarding the statistics of indigenous schools can be obtained. A very large proportion of the boys learn the Qurān by rote, a considerable number learn the multiplication table and banias' accounts, and many study Persian, which is generally taught in a most unintelligent manner, though there are of course some schools where a sound knowledge of the language can be obtained. Urdū is very seldom learnt in indigenous schools, as the boys trust to obtaining a sufficient knowledge of the Vernacular by means of their Persian studies.

E.—PRIVATE FEMALE SCHOOLS.

Panjāb girls' school & Murree-*cum*-Pindī school.

146. There are two Aided female schools which it has been customary to include in the middle class, the Panjāb girls' school and the Murree-*cum*-Pindī school. The former contained at the close of the year 38 pupils, and the average number borne on the rolls was 33. The average cost of educating each pupil was Rs. 17-5 per mensem. In 1869-70 it amounted to about Rs. 20. It may be observed that since the close of the official year the number of girls has risen to 46. The Inspector gives a favorable report of the results of his examination. The Murree-*cum*-Pindī school contained at the close of the year 23 pupils, and the average number on the rolls was 34. It is attended by girls and little boys; at Murree, in the hot season, the attendance is generally much better than at Rāwal Pindī during the cold weather. The school is well taught, and is a very useful institution. The question of its eligibility for a grant-in-aid under Lord Canning's Minute has been raised more than once, and was last year referred to Government for final decision. The late Lieutenant-Governor ruled that, taking into consideration the usefulness of the institution, the grant should be considered a special one and should suffer no diminution. The average cost of educating each child is slightly higher than in the Pānjab girls' school.

Two schools at Lahore for European girls.

147. There are two European girls' schools of the lower class, the Anārkalī school and the American Presbyterian Mission or Lahore Christian girls' school. To the latter both Europeans and Natives are admitted. The former was well taught, but plain needle-work has been neglected; the latter has made satisfactory progress during the year, and the number of girls has increased from 22 to 35.

Reduction in the number of schools for native girls.

148. There were at the close of the year 323 Aided schools for native girls containing 8,523 children, of whom 5,880 were Hindūs and 2,323 Muhammadans. The number of schools has been reduced by 64, and the number of girls whose names are borne on the rolls is less by 1,065 than at the commencement of the year. Very large reductions of schools have been made in the Jalandhar, Kāngrā, and Siyālkot districts. This was owing partly to the inability of the Municipalities to contribute any longer to their support, and partly to the somewhat unsatisfactory character of the work performed in many of them.

Female schools at Amritsar and Lahore.

149. There are 42 primary female schools in the city of Amritsar. They are under the supervision of Mrs. Rodgers, Lady Superintendent of the female normal school. The 10 Urdū schools and 6 of the 32 Hindū schools are reported to be in good order, but in some of the latter little else than religious books are read and the education appears to be merely nominal. When the female pupils now in the normal schools take the place of the present masters, and not till then, it may be expected that the condition of all the primary schools will be really satisfactory. The primary schools at Lahore do not appear to have made much progress.

Female schools in the Siyālkot, Rāwal Pindī, and Jehlam districts.

150. Amongst the female schools under the management of District Officers, those in the Siyālkot district are by far the best. The schools in the Rāwal Pindī and Jehlam districts, under Bedī Khem Singh, are believed to be simply religious schools, in which very little real work is done. It is desirable that some arrangements should be made for bringing them under inspection, and for gradually organizing them, if possible, on a more efficient basis.

Female Mission schools.

151. Some of the female Mission schools are really useful institutions; and are much better managed than the generality of those which have been opened under the auspices of Government officers, who were for the most part unable to make proper arrangements for their supervision. The S. P. G. female schools at Dehlī are most favorably reported on, and the Rāwal Pindī and Peshāwar schools promise well, though the numbers have somewhat fallen off in the former.

SECTION VI.

INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

A.—GOVERNMENT NORMAL SCHOOLS.

Government normal schools.

152. There are three Government normal schools which contained at the close of the year 207 students, of whom 82 were Hindūs and 121 Muhammadans. The proportion of Muhammadans, though still very high, is somewhat less than at the close of 1869-70.

Better class of men beginning to enter the normal school.

153. It was stated in my last report that the pupils attending our normal schools were, for the most part, men of an inferior class, whose attainments on first joining were of a very low order. In order to attract a better class of men, the stipends allowed to students had been raised; and it was hoped that the increase that had been made to the salaries of village school teachers would conduce to the same object. These measures are already beginning to bear good fruit. Mr. Pearson reports that there is no longer any difficulty in recruiting for the normal school at Rāwal Pindī, and the greater success during the year under report of the students who attend the Lahore normal school is attributed by Mr. Alexander to the fact that better men are beginning to enter that institution.

Mr. Rodgers inspected the normal schools at Dehlī and Lahore.

154. Mr. Rodgers, the Principal of the Aided normal school at Amritsar, has continued during the year under report to pay occasional visits to the normal schools at Dehlī and Lahore, and his professional knowledge and experience have proved highly beneficial to these institutions.

155. The Dehlī and Rāwal Pindī normal schools are now located in suitable and commodious buildings, though Mr. Cooke, the Inspector, expresses some doubt as to the healthiness of the part of the city in which the former is situated. Proper accommodation is urgently required for the normal school at Lahore, where it will be necessary to erect a new building.

Proper accommodation required for the normal school at Lahore.

156. A practising school has been organized in connexion with the normal school at Dehlī, in which the students of the higher classes are required to teach under the superintendence of one of the masters. A model school of this description appears to me to be a greater necessity in this country than in Europe; and I believe it to be most essential that the students of normal schools should be required to teach under the eye of an experienced master before they are placed in independent charge. There are doubtless some practical difficulties to be encountered, but they are by no means insurmountable, and I hope that in the course of a few years every normal school student will receive a thorough and practical training in the art of teaching, and that he will be required to show that he is able to give a lesson in accordance with the most approved methods before he is allowed to become a teacher.

Necessity of a practising school.

157. The following table shows the number of students who obtained certificates during the year under report and during 1869-70. It will be observed that in all these schools great improvement has taken place, and that whereas during 1869-70 no less than half the total number of certificates awarded were of the 4th or lowest grade, four-fifths of the certificates awarded during the year under report were of the 2nd and 3rd grades :—

No. of students who obtained certificates.

	No. of normal students who have gained certificates.									
	1st grade.		2nd grade.		3rd grade.		4th grade.		Total.	
	'69-70.	'70-71.	'69-70.	'70-71.	'69-70.	'70-71.	'69-70.	'70-71.	'69-70.	'70-71.
Ambālā circle	...	...	3	5	7	10	8	...	18	15
Lahore circle	...	...	2	6	7	10	9	6	18	22
Rāwal Pindī circle	...	...	1	3	4	7	7	4	12	14
Total	...	...	6	14	18	27	24	10	48	51

B.—PRIVATE NORMAL SCHOOLS.

158. There are 7 Aided normal schools, which contained at the end of the year 198 pupils. Six of these schools are for females.

Private normal schools, seven in number.

159. The Dehlī normal school, which is under the S. P. G. Mission, is doing very good work. The women who attend it were examined by the Inspector and acquitted themselves well in all subjects except arithmetic, in which they are

The female normal schools at Dehlī, Jalandhar, Kāngrā, and Siyālkot.

somewhat backward. The female normal school at Jalandhar is making very satisfactory progress under Miss Golak Nāth. The female normal school at Kāngrā was in an unsatisfactory state, and has been closed since the end of the year. The Deputy Commissioner, however, hopes that he will be able to reorganize it on an improved footing. The Siyālkot normal school is reported to be in excellent order, and it has already supplied teachers to several primary schools.

The Lahore and Amritsar female normal schools.

160. The Lahore and Amritsar female normal schools are supported mainly by Government. The condition of the Muhammadan department of the Lahore normal school has not been altogether creditable, but the Commissioner of the Division has now insisted on a thorough reform. The Hindū department is still taught by Pandits, which is a very objectionable arrangement. A portion of the time of the late Lady Superintendent was occupied in duties connected with the Mission, and it has been determined in future to employ a superintendent who can devote her whole time to the normal school and the primary girls' schools in the city.

Progress of the Amritsar female normal school.

161. The Amritsar normal school has continued to make satisfactory progress under Mrs. Rodgers, the Lady Superintendent, and it is expected that it will be able to supply trained teachers in the course of the current year. Funds have been provided for the erection of a suitable building, which will, it is hoped, be completed by the end of the present year.

Christian Vernacular Education Society's normal school at Amritsar.

162. The Christian Vernacular Education Society's normal school is still under the management of Mr. Rodgers, and maintains its high reputation. The number of students has increased to 28, and the school has been located in the fine building lately erected for the purpose. I am greatly indebted to Mr. Rodgers for his visits to the Government normal schools, which have, as I have already stated, been productive of much benefit; and for his kindness in undertaking the part of examiner in geography for the middle school examination. Both these services have been rendered by Mr. Rodgers during the year under report, as during the preceding year, without remuneration.

SECTION VII.

SCHOLARSHIPS.

163. The following table shows the Government scholarships that have

Government scholarships awarded to colleges.

been awarded to students of the Dehlī and Lahore colleges :—

Names of scholars.	College at which held.	Class.	Monthly value of scholarship.
Senior scholarships.			
Rām Diāl	Lahore Government college	3rd year.	32
Shib Diāl	Do. do.	Do.	30
Kirpā Rām	Do. do.	Do.	*28
Hukm Chand	Do. do.	Do.	26
Junior scholarships.			
Mūlrāj	Lahore Government college	1st year.	15
Ladhā Rām	Do. do.	Do.	14
Nathū Rām	Do. do.	Do.	10
Niranjan Dās	Do. do.	Do.	10
Hardeo Dās	Dehlī Government college	Do.	14
Pandit Jai Narāyan	Do. do.	Do.	12
Bhagwatī Parshād	Do. do.	Do.	11
Rām Chand	Do. do.	Do.	10
Kedār Nāth	Do. do.	Do.	10
Pandit Prān Nāth	Do. do.	Do.	10
Bholā Nāth	Do. do.	Do.	10
Mānik Chand	Do. do.	Do.	10
Nathū Mal	Do. do.	Do.	8
	Total Rupees		260

Scholarships given to college students by the Panjāb university college.

164. Besides the above, scholarships of the value of Rs. 357 and Rs. 232 per mensem, respectively, have been given by the Panjāb university college to students of the Lahore and Dehlī colleges ; and scholarships aggregating Rs. 54 per mensem have been awarded from the annual donation of His Highness Mahārājā Dalīp Singh to students of the Amritsar school who have joined the college at Lahore.

Rs 630 per mensem expended on scholarships in zil' schools

165. Exhibitions of the aggregate value of Rs. 330 per mensem are allowed to students from middle class schools, who have joined the upper zil' schools at Dehlī, Lahore, and Amritsar, and Rs. 300 per mensem from the assignment in lieu of fees are expended on scholarships to boys attending zil' schools, and Rs. 350 per mensem are allowed from the one per cent. cess for scholarships to selected students from Vernacular schools.

SECTION VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

Appointments obtained by students of colleges, zil', and Vernacular schools.

166. In the appendix will be found statements showing—(1) the position and salaries of students who left college during 1870-71, having matriculated in former years ; (2) the same

* This was gained by Baij Nāth of the Dehlī college, but as he had gained also the Gubbins scholarship (awarded annually to the first boy of this class in the Dehlī college) the Government scholarship was transferred to Lahore.

particulars regarding students who matriculated in 1870 ; (3) the number of students of zil' schools who have obtained employment during the year in the Educational, Civil, and other departments ; and (4) the same particulars regarding students of Vernacular schools.

Appointments obtained by college students.

167. During the year 16 regular matriculated students left the Lahore college. Of these 6 have obtained appointments on an average salary of Rs. 41 ; 2 have entered the Rurkī college on scholarships of Rs. 50 per mensem ; 2 are serving as apprentices in public offices; 1 has entered the Medical school, 1 studies privately at home, 1 is unemployed, and the occupation of 3 is unknown. Six students left the Dehlī college, 5 of whom obtained appointments on an average salary of Rs. 78 per mensem. The occupation of the sixth is unknown.

Employment of students who matriculated in 1870.

168. In the Ambālā circle 21 students matriculated in 1870. Of these 2 belonged to Bishop Cotton school, and 19 were natives. Of the latter 18 entered the Dehlī college, and 1 the Lahore college; 26 students of the Lahore circle matriculated, 13 entered the Lahore college, 5 obtained appointments on an average salary of Rs. 25, 2 are apprentices, 4 are without employment, 1 studies divinity at Lahore, and regarding 1 no information has been supplied.

Appointments obtained by students of zil' schools.

169. Of students of zil' schools who have not passed the entrance examination, 81 have obtained employment; 15 in the Educational Department, 15 in the Civil Department, and 51 in other capacities. Their salaries average Rs. 16-1.

Appointments obtained by students of Vernacular schools.

170. From Vernacular schools 243 students obtained employment ; 42 in the Educational Department, 120 in the Civil Department, and 81 in other capacities. Their salaries average Rs. 9-4-10 per mensem. In 1869-70 the average salaries of Vernacular students who obtained employment was Rs. 8-5. There has been therefore a sensible improvement in the average rate of salary, but the number employed is considerably less than in the previous year, when 348 students obtained appointments. At present a knowledge of history, geography, and mathematics does not, as a general rule, assist a young man in obtaining employment in the Civil Department. When a knowledge of these subjects is demanded from every candidate for employment, a great stimulus will be given to Vernacular education.

SECTION IX.

THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

Diminution of the number of students learning English.

171. There is a diminution of 848 in the number of students learning English at the close of the year, as will be seen from the annexed statement. In Government schools the total number learning English has decreased by 158, and in Aided schools (exclusive of

indigenous schools) by 690. In indigenous schools 262 boys are this year returned as learning English :—

Students of English	At the close of					
	1865-66.	1866-67.	1867-68.	1868-69.	1869-70.	1870-71.
Government colleges	36	31	35	61	89	102
" schools, higher class			885	922	171	*168
" " middle "	6,022	6,070	2,036	2,221	1,938	1,788
" " lower "			1,530	542	448	455
" female "	188	110	49	153	35	14
" normal "	79	108	136	39	160	143
" jail "	1	...	38	29	45	58
Aided colleges	15	10	9	17	...	...
" schools, higher class	4,277	3,236	1,209	1,751	1,722	2,012
" " middle "	2,454	3,022	4,124	2,090	1,907	1,571
" " lower "	...	...	1,802	2,167	1,876	1,239
" female schools	109	147	185	190	179	172
" normal "	...	6	4	43	...	...
Indigenous "	...	...	...	303	...	262
Total	13,181	12,740	12,042	10,528	8,570	7,984

Increase in the number of boys learning English in zil' schools.

172. The system of obliging boys to learn to read and write the Vernacular and to acquire an elementary knowledge of arithmetic before permitting them to commence the study of English, caused for several years a steady diminution in the number of boys learning that language. During the year under report, however, the new system was in full operation, and the number of boys who were able to pass the lower school examination and enter the middle school, where the study of English is commenced, was much greater than in the previous year. Hence the number of boys learning English in zil' schools has risen from 1,255 to 1,503, and will, there can be no doubt, continue to increase steadily year by year, and the rate of increase will be one sure sign of the progress of our schools.

Diminution in the number of boys learning English in town and village schools

173. English teachers are attached to some of the Government town and village schools, and such teachers are always supported on the grant-in-aid system. The number of boys reading English in town and village schools to which English teachers are attached has fallen from 1,206 to 908. This is owing to two causes—first, the introduction of the system by which boys are required to pass the lower school examination before they commence the study of English ; and secondly, to the reduction of the English department in some of the schools.

Necessity of maintaining efficient teachers in the English departments of Government Vernacular schools.

174. The reduction of the English departments attached to Government Vernacular schools would be a matter for great regret if they were doing really good work. In too many cases, however, the funds available do not suffice to maintain an English department in a state of real efficiency, and the teachers employed are men of inferior attainments, who are incapable of imparting a sound knowledge of English. This state of things is not of course universal, and

* At the end of May there were 216 boys in the upper schools learning English.

some few of these schools promise to turn out well. Great care is now taken to recommend no grant-in-aid unless the amount raised from private sources will suffice with a Government equivalent to maintain efficient teachers.

Expediency of the establishment of good English schools.

175. Government can afford to keep up only a limited number of Anglo-Vernacular zil' schools, and the principle is a fair one that people who desire that English education should be provided for their children near their own homes should contribute half the cost. I observe that in the Bombay Presidency a limited number of towns that raise Rs. 50 per mensem for the support of English schools will be aided by an equivalent grant from Government, whilst at the same time the work of existing second grade Anglo-Vernacular schools is to be searchingly tested, and "inefficient, because badly paid, teachers of English" are to be discarded. It would be seen that experience in Bombay as in the Panjāb has shown the expediency of encouraging the establishment of good English schools and of withdrawing assistance from those of an inferior character.

The reduction in the number of boys learning English in town and village schools is temporary.

176. The reduction that has taken place in the number of boys learning English in Government town and village schools is merely temporary. In some cases the English department has been reduced in consequence of the inability of the Municipality to continue their support, in others on account of the inefficiency above noticed. Municipal funds, however, may now be expected to revive, and there can be little doubt that each year will show a disposition to subscribe more liberally for English schools; whilst the rate of salaries at which competent teachers of English can be procured will most assuredly diminish.

Cause of the reduction in the number of boys learning English in Aided schools.

177. The large reduction that has taken place in the number of boys learning English in Aided schools is due apparently to the gradual adoption of the principle above referred to, by which boys are required to learn something of the Vernacular before they commence English. That this will conduce to the improvement of the schools, there can be no doubt. Boys will acquire a knowledge of English with much less difficulty, and they will be taught by more efficient masters, for the system of teaching that language to the large number of boys in the lowest classes necessitates the employment of numerous ill-paid teachers, who are consequently very inferior men.

Progress made in English by students of all classes.

178. The progress made in English by students of all classes is highly satisfactory. Comparing the results of examinations held during 1869-70 and 1870-71, we find that in the former year two students passed the B. A. examination (one in the second and one in the third division), 9 passed the First examination in Arts, and 44 the Entrance examination. In 1870-71, one student passed the B. A. examination (in the first division, gaining the 2nd place in the whole Presidency), 15 passed the First Arts examination, and 51 the Entrance examination. In 1869-70, there was one failure in English at the B. A. examination, there were 9 failures in

English at the First examination in Arts, and 44 at the Entrance examination. In 1870-71, the failures in English were as follows :—

B. A. examination	0
First Arts examination	5
Entrance examination	14

At the middle school examination, held in 1869-70, 142 candidates gained more than 30 per cent. on the maximum number of marks in English, 26 more than 40 per cent., and 4 more than 50 per cent. In 1870-71, 197 of the candidates gained more than 30 per cent., 81 more than 40 per cent., and 24 more than 50 per cent. In zil' schools the improvement was very great. In 1869-70, 105 candidates gained more than 30 per cent., 22 more than 40 per cent., and 1 more than 50 per cent. In 1870-71, 101 candidates gained more than 30 per cent., 50 more than 40 per cent., and 15 more than 50 per cent.

Languages through the medium of which higher, intermediate, and elementary instruction can be efficiently imparted.

179. It is evident that at the present time education of the highest kind must necessarily be carried on through the medium of English, as the requisite books do not exist in the Vernacular. Elementary instruction, on the other hand, to be really efficient, must be imparted through the Vernacular, since English cannot be effectively used as a medium of instruction, until the pupil has acquired a certain knowledge of the language. There is, however, an intermediate stage where the pupil can be effectively instructed through the medium of either language.

The statutes of the Panjāb university college prescribed that the Vernacular should as far as possible be made the medium of instruction and examination.

180. According to the practice that has hitherto prevailed in the Panjāb, mathematics, geography, and, to some extent, history, have been studied first through the medium of the Vernacular, and subsequently in English. The Panjāb Government, however, desired that the Vernacular should be made the medium of instruction to a greater extent than heretofore, and such was believed to be the desire of a large portion of the chiefs and of the higher classes in the province. It was laid down in the statutes of the Panjāb university college that the Vernacular should be made as far as possible the medium of instruction and of examination, and it was determined to enforce this principle by conducting the entrance examination in mathematics, history, and geography entirely through the medium of the Vernacular.

That policy though advantageous is not popular.

181. I have frequently pointed out that the policy described above was certainly not popular with the people in general; I believed, however, that the employment of the Vernacular as the medium of instruction to a greater extent than heretofore would be productive of many advantages, and I relied on the support of the originators of the "Oriental movement," without which such a measure could not be expected to succeed.

182. The agitation raised on this subject produced such an effect throughout the country that the Calcutta university was induced to consider the expediency of allowing candidates for the entrance examination to be examined in mathematics, history, and geography through the Vernacular.

Calcutta university considered the expediency of allowing candidates of the entrance examination to be examined in some branches through the Vernacular.

183. It was determined that in the Panjāb the students of Government schools should study history and mathematics entirely through the medium of the Vernacular, as soon as translations of the historical text-books could be provided, and the students should be relieved of the necessity of being examined through English either by the adoption by the Calcutta university of the proposal referred to in the last para., or by recognition of the Panjāb university.

Study of history and mathematics through the medium of the Vernacular.

184. During the year under report, however, an agitation was set on foot by the members of the Anjuman-i-Panjāb, the original promoters of the Oriental movement, in favor of the employment of English as the medium of instruction and the more extensive cultivation of that language in Government schools. It is unnecessary here to examine the causes that led to this agitation, which is, however, sufficient to show conclusively that there never could have been a really genuine desire amongst the promoters of the Oriental movement for the more extensive employment of the Vernacular as a medium of instruction, and that whatever may be the theoretical advantages of such a policy it can not succeed in the Panjāb.

Agitation by the Anjuman-i-Panjāb regarding the employment of English as the medium of instruction.

185. The matter was carefully considered at the Educational Conference, and it was unanimously decided that in the upper school all subjects should be taught in English, so that that language will become the medium of instruction to a greater extent than it ever has been up to the present time. In the middle school English is still to be taught as a language,—history, geography, and arithmetic being learnt in the Vernacular; and in the lower school the Vernacular with a little elementary Persian is to be taught. The only material change is in the upper department.

Opinion of the Educational Conference on the subject.

186. There can, I think, be no doubt that this change will be beneficial. Some time was wasted in studying euclid, algebra, and other subjects first in Urdū and subsequently in English, and as it is evidently inexpedient, if not impossible, to carry out the original scheme, there is no object in obliging the students of upper zil' schools to study these subjects in the Vernacular.

Change proposed by the Educational Conference is beneficial.

187. It is certainly possible to bring up a very much larger number of boys to the standard of the middle school Vernacular examination. There does not, however, appear to be any prospect that the standard of Vernacular education will be generally raised beyond this point. Boys who are sent on stipends to a central school after passing this examination will generally desire to learn English, and if in any town funds are raised for the purpose of giving a higher education, it will generally be an English education that is required. It has

Wherever the people desire higher education, it is generally an English education that is required.

been stated above that I found it necessary to introduce the study of English in the Oriental branch of the Lahore zil' school, which is specially intended for boys from Vernacular schools. An Aided Vernacular school of the higher class has, it is true, been opened at Ludiānā, and as this district is in the habit of supplying many students to the Vernacular department in the Rurkī college, an upper Vernacular school may for the time prove successful, but the probability is that it will be transformed into an Anglo-Vernacular school before many years have passed.

The desire for English education is likely to produce the best results.

·188. The improvement manifest in the examinations in English, to which I have adverted in para. 178, appears to be highly satisfactory. It is certainly to be regretted that English teachers of inferior attainments were sometimes in former years attached somewhat too hastily to town and village schools. It is not improbable that a few more of these English departments may be reduced. On the other hand, the general desire that is manifested all over the country for instruction in English, is likely to produce the best results, and as the towns of the Panjāb show their readiness to subscribe more liberally for English education, whilst the cost of such education is reduced, there can be no doubt that in the course of a few years a large number of really efficient English schools will spring up througout the province.

SECTION X.

BOOK DEPARTMENT.

Measures taken to make the Book Depôt self-supporting.

189. It has been heretofore the practice of Government to bear the cost of the establishments of the Book Depôt, of miscellaneous charges for the transit of books, commission on sales, postage labels, &c.; and books, with the exception of those sent out from England, on which a small profit has been realized, have been supplied to purchasers at cost price. During the year under report, however, measures have been taken, in accordance with the wishes of Government, to make the Book Department as far as possible self-supporting.

Profits nearly sufficient to cover the charges.

190. The expenditure of the Book Depôt is of two kinds—(1) on account of establishment, transit, and other miscellaneous charges, which yield no corresponding return, and which have hitherto been borne by Government; and (2) for the purchase of stock. The expenditure during the year under the first head is shown below :—

Establishment and Miscellaneous charges.

		Rs.	
1.	Establishment of the Book Depôt	5,823	
2.	Do. of Translators' Department	3,900	= 9,723
3.	Transit charges, &c.	2,485	
4.	Commission on sales	1,965	
5.	Postage labels	150	= 4,600
			14,323

To meet the above charges the profits, &c., shown below have been realized :—

Profit on *bonā fide* sales during the year of books, &c., which cost Government Rs. 28,092 and realized Rs. 37,456	9,364	
Amount allowed by Government for registration of books...	1,200	
Amount paid into Lahore treasury on account of subscriptions to the *Atālīq-i-Panjāb* realized during the year	1,897	
Amount paid into Lahore treasury for miscellaneous works of the Press.....	1,701	= 14,162

It will be seen that the profits are very nearly sufficient to cover the expenditure on establishments and miscellaneous charges, and it must be borne in mind that amongst the former is included a charge of Rs. 3,900 for Translators, who have been heretofore paid from the assignment for the patronage of literature, which has now been reduced by a corresponding amount. A further saving of Rs. 2,100 has been effected by the discontinuance of the allowance hitherto paid by Government for the publication of the *Sarkārī Akhbār* now the *Atālīq-i-Panjāb*.

Expenditure on the purchase of books.

191. The expenditure on the purchase of books, &c., was as follows :—

1. Total charges of the Press, including establishments, purchase of materials, and every other expense.....	29,564	
2. Total price of books purchased from book-sellers in India and in England paid during the year.....	28,580	= 58,144

Out of Rs. 28,580, the price of books purchased from book-sellers, Rs. 17,613 were paid on account of books purchased during 1869-70, so that the total cost of books brought on to stock during 1870-71 was Rs. 40,531

Cost & selling prices of books.

192. The cost and selling prices of books brought on stock during the year are as follow :—

	Cost price.	*Selling price.*
Books received from Educational Press.....	29,564	40,436
Do. from book-sellers.....	10,967	17,148
	40,531	57,584

Sums paid into the treasury during the year.

193. The total amount paid into the treasury is shown below :—

1. Sale proceeds of books supplied during the last and previous years.....	57,504	
2. Miscellaneous receipts of the Educational Press.....	1,701	
3. Subscriptions to the *Atālīq-i-Panjāb*	1,897	= 61,102

Statement of *bonā fide* sales.

194. The following is a statement of the *bonā fide* sales effected during the year, which exceeded those of 1869-70 by Rs. 9,023 :

	No. of books.	*Value.*
Sales effected by Deputy Commissioners.	45,875	11,466
Do. by Head Masters of zil' schools.....	19,312	5,589
Do. by Head Masters of normal schools	1,538	583
Sales at the Depôt....	46,236	19,818
Total	1,12,961	37,456

Books and maps of the value of Rs. 1,606 have been distributed gratis by Deputy Commissioners for the use of Vernacular schools, books valued at Rs. 9,400 have been bestowed as prizes, books worth Rs. 480 have been supplied to jail schools, and books valued at Rs. 1,966 have been supplied to the libraries of colleges and zil' schools.

Rates at which books are supplied by the Educational Press

195. Formerly Vernacular books were supplied by the Educational Press at the rate of 400 pages a rupee. During the last few years great improvements have been effected in the style of lithography, a system of punctuation has been introduced, and in elementary works the diacritical vowel marks are always given The cost of printing also was first reduced to 500 pages a rupee, and it is expected that in the current year 600 pages can be supplied.

Out-turn of books from the Press

196. During the year under report the Press has supplied 89,912 Vernacular works, whose value at the rate 500 pages a rupee would be Rs. 31,967, which exceeds their actual cost. These have been brought on to the stock of the Depôt at the increased valuation of Rs. 40,436.

Charges on account of the Press; the value of materials in hand

197. The total charges to Government on account of the Press have been as follows :—

Establishment	14,371	
Paper and printing materials	11,992	
Binding charges	3,201	= 29,564*

The value of the presses, types, and other working materials in hand on the 31st March 1871 was estimated after making allowance for wear and tear at Rs. 9,000.

Discount allowed on the sale of books

198. Hitherto books† have been landed in Calcutta by Messrs. Baker and Oliphant free of all charges, except two-thirds of the cost of cases, subject to a discount of 18½ per cent. on the English retail prices, and a rupee has been taken as equal to two shillings. It was calculated that Vernacular books would cost one rupee for 500 pages, though the actual cost has, as stated above, fallen short of this amount. During the year under report English books have been sold at an advance of 10 per cent. on the English retail price (reckoning the rupee as equal to two shillings). Vernacular books lately printed in the Government Press have been sold at the rate of 400 pages for the rupee, though some books printed in former years and books purchased from private firms have been sold at higher rates. Commission at the rate of 5 per cent. has been allowed to Chief Muharrirs and District Inspectors, but no discount has been given to Head Masters or to any other purchasers except 10 per cent. on Vernacular books to Book Depôts in other

* The charges above shown really represent more than the actual cost of the books, as they include the expenditure for the *Atāliq-i Panjāb* and miscellaneous works. As stated above, Rs. 1,897 have been realized on account of the former, and Rs 1,701 for the latter. (*Vide* para. 190)

† Except Longman's series of English Readers, published for the Panjāb Educational Department by Messrs. Longman and Co.

Provinces. Since the commencement of the current year discount has been allowed on cash purchases exceeding Rs. 50 in value at the rate of 20 per cent. for Vernacular books, and 10 per cent. for English books, which can thus be bought at English retail prices.

New books brought out.

199. The following new books have been brought out during the year :—

1. Third Urdū book.
2. First Hindī book.
3. English primer, 1st part, by Mr. Cooke, Inspector of schools Ambāḷā circle.
4. Vernacular edition of Collier's history of the British empire, with notes, &c., part I.
5. Urdū grammar.
6. Revised edition of Algebra, parts I and II, in Urdū.
7. Map of the two hemispheres, printed on cloth.
8. The Muntāh-ul-'Arab, a large Arabic dictionary, containing 2,282 pages, large quarto size, has been printed.
9. Poetry of the First Arts Arabic course, Calcutta university, with translation and notes.

Articles that appeared in the *Atālīq-i-Panjāb*.

200. The following are the principal articles that have appeared in the *Atālīq-i-Panjāb*, which is edited by Lālā Piyāre Lāl, Head Translator, Government Book Depôt :—

1. Translation of a lecture on the lessons to be learnt by India from the history of civilization in Europe, by the Revd. Mr. Crowfoot of Dehlī.
2. Translation of the first two chapters of Physical Geography, by Anstead.
3. The political, religious, and educational condition of European Turkey.
4. Translation of chapters on Air, Steam, and Popular Fallacies, from Lardner's Museum of Science and Art.
5. Translation of a lecture on the "Reformation of Hindū Society," by Srī Rām, B. A. of Dehlī.
6. Translation of some chapters from an essay on Zends and ancient Hindūs, by Mr. Stulpnagel.
7. Translation of a lecture on the relative importance of subjects taught in elementary schools.
8. Translation of the first three chapters of "How we are governed."
9. An essay on Vaccination.

Books under preparation.

201. The following books are in course of preparation, or actually in the Press :—

1. Stories from Indian History (Urdū).
2. English primer, 2nd part.
3. Physical Geography (Urdū).
4. Translation of Collier's History of the British empire, 2nd part.
5. Urdū translation of the Student's Hume.
6. Urdū translation of Taylor's Manual of Ancient History.
7. First Arts Arabic course of the Calcutta university, with Urdū translation and notes (prose portion).
8. B. A. Arabic course of the Calcutta University, with Urdū translation and notes.
9. Urdū translation of Euclid.
10. Annotated edition of Dīwān-i-Hāfiz.
11. Urdū translation of Longman's Readers, the series used in zil' schools.

202. The Urdū edition of Collier's history of England will prove, I hope, a useful work; the first part has been well executed, and endeavours have been made to elucidate those portions of the original that would be likely to prove difficult to a native student. It is the only Urdū work in existence from which it is possible to obtain a fair elementary knowledge of English history.

Urdū version of Collier's history of the British empire.

203. The translation of the Student's Hume and Taylor's manual of ancient history was commenced under the impression that when suitable works were prepared, college students would study history through the medium of the Vernacular. Of this there is now no prospect, and these books would not be suitable for middle class Vernacular schools. It is desirable, however, that they should be brought to completion, and they will serve the purpose of prize-books to advanced students; and will, it may be hoped, find some readers, though, I fear, not many amongst the general public.

Translation of Student's Hume and Taylor's ancient history.

204. Several improved text-books are required for Vernacular schools, and when these and the histories that are now in progress shall have been completed, endeavours will be made to prepare a series of instructive and amusing books, containing information regarding different countries and the manners and customs of the inhabitants. Good Vernacular prize-books are much required, and the preparation of a series sufficiently interesting to be read for pleasure, and containing really useful information, would be a work of the greatest utility.

Preparation of Vernacular books for schools and prizes.

205. Great credit is due to Bābū Chandra Nāth Mittra for the zeal and ability with which he has conducted the duties of Curator for the last 7 years. With the view, however, of extending the operations of the Book Depôt, and of making it entirely self-supporting, it has been thought expedient to secure the services of a European Curator on somewhat higher emoluments.

Bābū Chandra Nāth Mittra

CONCLUDING OBSERVATIONS.

206. The progress made during the year may be considered on the whole to be very satisfactory.

Progress during the year considered satisfactory

207. In Government colleges and higher and middle class schools the students have increased in number, whilst the results of the various examinations show great progress in their studies. The number of village schools has been somewhat reduced, and there is a slight though not a corresponding reduction in the number of pupils. It is confined, however, to the lowest class, the boys in the remaining classes being more numerous than before. In Government colleges the number of students has increased from 89 to 102, and in the upper and middle departments of zil' schools from 1,336 to 1,528;* whilst in town and village schools the number of

Progress in the Government and Aided schools

* Or including the Ferozepur Aided school and the three Aided branches at Dehli from 1,731 to 1,902.

boys who have advanced beyond the 6th class has risen from 7,146 to 8,396. During 1869-70 one-half the certificates awarded to normal students were of the lowest grade, whereas during the year under report four-fifths of these certificates were of higher grades, and the total number awarded was somewhat larger than before. A school has been established at Gurdāspur in which the curriculum for zil' schools is followed, and the expediency of giving instruction in agriculture is under consideration. The school will receive a grant-in-aid during the current year. The measures lately introduced at Dehlī have attracted a large number of Muhammadan boys of respectable families who would otherwise have received no education. Aided schools for boys have made satisfactory progress, and the total number of boys on the rolls has risen from 15,331 to 15,649, and the average attendance from 12,173 to 12,864.

Prejudice against female education, removed.

208. There was a disposition a few years ago in many localities to open a large number of female schools for the supervision of which no provision could be made. Such schools were not likely to work in a satisfactory manner, and it has in many cases been found expedient to close them. This circumstance added in some cases to the failure of contributions from municipal funds has caused a considerable diminution in the number of girls under instruction. On the other hand, female normal schools under competent management have been established in various localities, and these will supply trained teachers for the primary girls' schools. In the Lahore circle an Inspectress has been appointed, and in the districts which she is required to visit we shall know what work is really accomplished, and defects will be brought to light and gradually remedied. It is no small gain that the prejudice which formerly existed against female education has been in a great measure removed; and there seems no reason to doubt that in the course of a few years girls' schools may be rendered as efficient as those for boys.

Improvement in English instruction.

209. There has already been a considerable improvement in the English instruction imparted in zil' schools, as is proved by the results of the last middle school examination, and much greater improvement may be anticipated in the course of the next few years. In zil' schools the number of boys learning English has increased during the year, but in town and village schools there has been a falling-off of English scholars. This is due partly to the fact that boys are required, as in zil' schools, to learn something of their own language before they commence the study of English, and partly to the dismissal of some of the Aided teachers, in some cases on account of their inefficiency, in others in consequence of the failure of municipal funds. In former years English teachers were appointed on the Aided system who were frequently very ill-paid and consequently inefficient. The proper principle is to afford every encouragement to the extension of English education when funds are available for the employment of efficient teachers, but not otherwise. In Government schools the total diminution in the number of boys learning English was 158. In Aided schools the number of boys receiving English instruction is much less than at the close of the previous year, in consequence of the adoption

of the principle above mentioned of requiring the boys to commence with the study of their own language; so that the number of boys learning English at one time must necessarily be much reduced.

Useful books published; efforts to make the Book Depôt self-supporting.

210. Several useful works have been published during the year, and others are in preparation, and the efforts that have been made to render the Book Depôt self-supporting have been so far very successful.

Detail of measures for which additional funds are required.

211. The most important requirements are the following, for all of which additional funds will be required :—(1). The appointment of additional Professors in Government colleges. (2). The gradual substitution of competent District Inspectors for the present Chief Muharrirs. (3). The improvement of Vernacular schools of the middle class, and the establishment in connexion with them of additional branch schools on an improved footing in cases where they are situated in large towns. (4). The establishment of additional primary schools, especially in those districts where the inhabitants show the highest appreciation of education. (5). The foundation of exhibitions, more especially for promising students of Vernacular schools tenable in schools of the higher class. (6). The establishment in connexion with all zil' schools of well organized boardings-houses. (7). The establishment of schools of art and industry.

A larger assignment necessary for primary education.

212. It is in my opinion desirable that a certain assignment, somewhat higher than that now allowed, should be made to each district for the maintenance of primary and middle class Vernacular schools, and that liberal grants-in-aid should be paid from the provincial fund to supplement local contributions for the extension of primary education. The resolution of the Supreme Government withholding grants-in-aid of primary schools has been somewhat modified, but grants cannot even now be given on such liberal terms as are allowed in the case of schools of a higher class. If Government would allow grants-in-aid equivalent to half the cost of all primary schools, for whose support voluntary contributions were raised by the people, a great stimulus would be afforded to local exertion; and Government would incur no risk by this concession of being involved for some years to come in a high expenditure. As the desire for education extended, the cost of Aided primary schools might be thrown more and more on local contributions or assessments, and thus the grants-in-aid from provincial funds might always be kept within moderate limits. At the present time, however, there appears to me to be no branch of education in behalf of which it is so necessary to stimulate local exertion as the education of the masses.

Annual reports on the three Military institutions.

213. The annual reports for 1870-71 on the three Military institutions connected with this department, for which provision is made in the Military budget, will be printed as usual; that on the Lawrence Military Asylum in a separate pamphlet, and those on the Bengal Military Normal school at Kasauli for Army School Mistresses, and the Roman Catholic Institution for girls at Simla, in the appendix to this report.

Notice of officers.

214. In accordance with the orders of Government, I have the pleasure to bring to notice the names of the following officers who have specially exerted themselves in the cause of education. Some officers take a special interest in educational matters, and exercise a very powerful influence on the progress of the schools in their districts, whilst others are so occupied with other pressing duties that they find it impossible to devote much time to the subject. I am glad, however, to record my sense of the courtesy and support that I have met with on all occasions :—

J. H. OLIVER, ESQUIRE, C. S. I. Deputy Commissioner, Gurgaun.
CAPTAIN GREY, late do. do., Rohtak.
R. THOMAS, ESQUIRE, do. do., Karnāl.
LIEUT.-COL. HALL, do. do., Jalandhar.
LIEUTENANT GORDON, Assistant Commissioner, Jalandhar.
L. SAUNDERS, ESQUIRE, Officiating Deputy Commissioner, Hushyārpur.
LIEUT.-COL. MERCER, do. do., Kāngrā.
MAJOR W. DAVIES, Officiating Commissioner, Amritsar.
H. W. STEELE, ESQUIRE, Officiating Deputy Commissioner, Gurdāspur.
MAJOR JENKINS, do. do. do., Siyālkot.
M. MACAULIFFE, ESQUIRE, Assistant Commissioner, Gujrānwālā.
F. E. MOORE, ESQUIRE, Officiating Deputy Commissioner, Lahore.
G. KNOX, ESQUIRE, do. do. do., Ferozepur.
J. FRIZELLE, ESQUIRE, Assistant Commissioner, Rawal Pindī.
CAPTAIN JOHNSTONE, Deputy Commissioner, Jehlam.
CAPTAIN MACAULAY, Assistant Commissioner, Peshāwar.
CAPTAIN PLOWDEN, Assistant Commissioner, Kohāt.
W. JENKYNS, ESQUIRE, Assistant Commissioner, Multān.

Mr. Jardine examined the college classes in metaphysics.

215. I have also to express my thanks to Mr. Jardine, Government Advocate and Professor of Law in the N. W. Provinces, who has again gratuitously undertaken the examination of college classes in metaphysics.

Native gentlemen who exerted themselves in the cause of education.

216. I annex a list of Native gentlemen, official and non-official, who are specially recommended to notice for their services to education during the year under review :—

No.	Names.	Rank or designation.	District.	Tahsīl or Village.
	AMBALA CIRCLE.			
1	Lālā Rāmī Mal	Member Local Com. Pub. Instruction ...	Dehlī	Dehlī.
2	Lālā Ishrī Parshād	Do.	ditto	ditto.
3	Bābū Piyārī Mohan	Head Clerk, Deputy Commissioner's office	Sirsā	Sirsā.
4	Mīr 'Abdullā...	Sarishtadār, Deputy Commissioner's office	Simlā	Simlā.
5	Rādhā Kishan	Sub-Assistant Surgeon... ...	Ambālā	Ropar.
6	Jai Lāl	Qānūngo	Rohtak	Maham.
7	Rām Richhpāl	Sub-Assistant Surgeon... ...	Hissār	Hansī.
8	Thandī Rām	Tahsīldār	ditto	ditto.
9	Harjīwan Lāl...	Ditto	Rohtak	Sānplā.
10	Nathū Rām.	Member of Municipal Committee ...	Karnāl	Kythal.

No.	Names.	Rank or designation.	District.	Tahsil or Village.
	LAHORE CIRCLE.			
1	Muhammad 'Ali	Tahsildār	Kāngrā	Pālampur.
2	F. S. Zahūr-ud-dīn	Extra Assistant Commissioner ...	Gujrānwālā	Gujrānwālā.
3	Munshī Dīwān Chand ...	... ...	ditto	ditto.
4	Sardār Lehnā Singh... ...	... ...	ditto	ditto.
5	Munshī Amīn Chand ...	Extra Assistant Commissioner ...	Kāngrā	Kāngrā.
6	Chaudhrī Chand	... ...	Amritsar	Jalālābād.
7	Chaudhrī Ghulām Muhammad	... ...	ditto	Werowāl.
8	Sāhib Zādā	Zaildār	ditto	Kohālā.
9	Sardār Jamīat Rāi	... ...	Gurdāspur	Mulkā.
10	Rakh Behārī Lāl	Tahsildār	ditto	Pathānkot.
11	Pandit Badrī Nāth	Ditto	ditto	Shakargarh.
12	Lachhmī Sahāi	Ditto	ditto	Batālā.
13	Mūlā Singh	Chief Lambardār	ditto	Bāsūwālā.
14	Nūr Muhammad	Zaildār	ditto	Kalānaur.
15	Lālā Dās Mal..	Tahsildār	Kāngrā	Nūrpur.
16	Chaudhrī Partāb Singh ...	... ...	Gurdāspur	Indowā.
17	Mangal Singh	Zaildār	Amritsar	Chaudī.
18	Mirzā Bakhshandā Beg ...	... ...	ditto	Khilchīān.
19	Kharak Singh...	Chief Lambardār	ditto	Gowindwāl.
20	Nihāl Singh	Zaildār	ditto	Ajnālā.
21	Rāi Gandā Singh	... ...	ditto	Rāmdās.
22	Lālā Mast Rām	... ...	ditto	ditto.
23	Hakīm Nizām-ud-dīn ...	... ...	ditto	Gagūwālā.
24	Jamīat Rāi	Nāib Tahsildār	Kāngrā	Plāch.
	RAWAL PINDI CIRCLE.			
1	Pandit Sūraj Kaul	Tahsildār	Rāwal Pindī	Gujar Khān.
2	Mahdī Khān	Ditto	Gujrāt	Phāliyān.
3	'Abdullā Khān	Ditto	Jehlam	Tālāgang.
4	Muhammad Hayāt Khān ...	Extra Assistant Commissioner ...	Kohāt	Kohāt.
5	Fakīr Hafīz-ud-dīn	Tahsildār	Rāwal Pindī	Fatehjang.
6	Dīwān Dīnā Nāth	Nāib do.	ditto	ditto.
7	Gulāb Rāi	Ditto	ditto	Pindī Gheb.
8	Kanhayā Lāl...	Ditto	Jehlam	Chakwāl.
9	Muhammad Khān	Rais	Bannu	Lakīmaral.
10	Muhammad Khān	Lambardār	ditto	ditto.
11	Rām Sahāi	Tahsildār	Jehlam	Jehlam.
	MULTAN CIRCLE.			
1	Rahīm Shāh	Tahsildār	Multān	Lodhrān.
2	Ghulām Murtazā	Ditto	Muzaffargarh	Alīpur.
3	Pandit Thākur Dās	Ditto	ditto	Shorkot.
4	Pandit Jai Gopāl	Ditto	ditto	Chinyot.

Office subordinates.

217. Bābū Rāmjas, the able Head Clerk of my office, was forced by ill-health to take leave on medical certificate towards the close of the year, since which time Bābū Chandra Nāth Mittra has officiated for him, and has conducted his duties satisfactorily. Lālā Mūl Chand, 2nd Clerk, and Munshī 'Azīz-ud-dīn, Sarishtadār, have performed their work in a creditable manner.

W. R. M. HOLROYD, CAPTAIN,

Director of Public Instruction, Panjāb.

LAHORE, 29TH AUGUST, 1871.

APPENDIX.

REPORTS OF PRINCIPALS OF COLLEGES AND INSPECTORS OF SCHOOLS.

LAHORE COLLEGE.

PRINCIPAL—DR. G. W. LEITNER, M. A., PH. D.

I have much pleasure in forwarding my report for 1870-71.

I.—PROGRESS IN NUMBERS SINCE 12TH NOVEMBER 1864.

The number of regular matriculated students has risen in 6 years from 6 to 52.

12th November 1864.		31st March 1868.		31st March 1869.		31st March 1870.		28th February 1871.	
Undergraduates.									
Regular...	6	Regular...	8	Regular...	27	Regular ..	45	Regular ...	52*

* Also 4 "casual" and 6 non-matriculated students.

There has been a falling-off in March to 48,† but this, it is believed, is merely temporary, as several regular students are on sick leave, and, at least, 4 new students are about to join.

† Also 3 "casual" and 5 "non-matriculated" students.

2. I have not included the "casual" students, of whom 5 were admitted during the year and 3 are in regular attendance. Their presence has a good effect, as it affords an additional inducement to the teacher to take trouble with his lectures. He addresses men who are independent of him, and who mean to get a full equivalent for their time and money, and thus both the regular and the casual students must be benefited. In consequence, however, of the high average attendance of the regular students, and the smallness of our rooms, it has been impossible to encourage outsiders to avail themselves of the instruction given at this college, and the contemplated removal of the Lahore college to Anārkallī will, no doubt, for a short time, reduce the small number still in attendance.

The attendance of casuals has a good effect on the character of the lectures.

3. The influx of non-matriculated students has, in compliance with your wishes, been discouraged, and there is only one man, at present, of the name of Lewis, in regular attendance on the 5 classes. The lad, Amolak Rām, who had been excluded from the entrance examination of the Calcutta university, passed *in all subjects* at the last departmental examination in July 1870, and stood third among the students of his class; all of whom, with the exception of himself and Lewis, were undergraduates. Five men among the 25 who offered themselves in the "first year class" of the Panjāb for this examination passed, and Amolak Rām was one of them. However, he has left now in search of employment, and no non-matriculated men will be admitted in future. I think, however, that it would be desirable to allow men who are preparing either for the Law examinations, or the entrance examination of the Panjāb university college, to attend lectures at this college.‡ Such students would not be included among "regulars," and it can only be advantageous to them and the college to place these educational appliances within their reach.

Distinction achieved by a non-matriculated student.

‡ It is certainly desirable that Law students should attend college lectures, but boys reading for matriculation would be better employed at school.—W. R. M. H., *D. P. I.*

The number of young men under "higher instruction" at Lahore has in three years increased from 45 to 189.

4. The Law classes are no longer in official connection with the Lahore college. They are now held under the auspices of the Panjāb university college. Still, in order to estimate correctly the progress of higher instruction to young men in the city, it may not be superfluous to compare the numbers of 1869 with those of the present year, thus:—

1869, students of all kinds	45
1870, " " "	62
1871, " " "	189

The following is the detail of the last figures:—

Undergraduates of the Calcutta university	52
Casual students	5
Non-matriculated students	5
Students attending the English Law class	27
" " " Vernacular	41
Pandits, Maulavīs, and Munshīs	59
Total	189

Proposal to render the Lahore college still more useful, and to make it a centre for "higher education in different faculties.

5. I hope I may be permitted to bring all these students into one building. Nothing in my humble opinion is so conducive to the healthy development of higher instruction as to bring all the different faculties of an university within an immediate reach of each other. The Lahore Government college by generously extending its appliances to all classes in want of "higher education" of whatever kind, will become an educational centre of great importance in the Upper Panjāb, and worthy of its connection with Government and the Panjāb university college, whilst supervision will become centralized and effective, and the working of the different faculties inter-dependent and harmonious. To give, however, to the students other benefits of collegiate life, it will be necessary to provide rooms for them within or immediately without the college, if not to institute a regular boarding establishment, for the furtherance of which latter project I have been promised assistance by one or two chiefs. These considerations have additional weight at Lahore, where, unlike Dehlī, the majority of undergraduates is drawn from out-stations.

II.—AVERAGE ATTENDANCE SINCE 1st APRIL 1867.

The average monthly attendance in 4 years has risen from 9·3 to 46, and the daily attendance from 6·2 to 37.

Average No. of matriculated students on the rolls monthly.		Average attendance daily.	
1867-68	9·3	1867-68	6·2
1868-69	19·2	1868-69	13·18
1869-70	31·1	1869-70	22·28
1870-71*	46	1870-71	37

The average daily attendance of the "regular students" only, during the year, has been 36·12, while the average number on the rolls during the year of the same class of students has been 45. The average daily attendance during the year has been little more than 80 per cent., which, considering that only 4 students belong to Lahore, is satisfactory.

III.—FEES SINCE APRIL 1867.

The fees have risen in 4 years from Rs. 120 to Rs. 922-14-0.

	Rs.	A.	P.
Fees collected during 1867-68	120	0	0
Ditto ditto 1868-69	415	8	0
Ditto ditto 1869-70	646	14	3
Ditto ditto 1870-71	922	14	0

* The average daily attendance of the non-matriculated students has been 66 per cent.

IV.—SUCCESS AT EXAMINATIONS DURING 1870-71.

The Lahore college held the first place during the late departmental examinations.

A. Departmental.—Out of 65 men in the Panjāb who offered themselves for this examination, 10 passed from the Lahore college, and 8 from the Dehlī college. In most subjects the Lahore students acquitted themselves creditably, and in the 2nd year class, about to go up for the First Arts examination of the Calcutta university, the 1st, 2nd (bracketed with one from Dehlī), and the 3rd men belonged to Lahore. The following statement will show the places held by our students:—

COLLEGES.	No. of men sent up.	No. of passed students.	Per-centage.
Lahore.			
1st year	14	3	21·4
2nd do.	15	5	33 3
3rd do.	3	2	66·6
4th do.	1	*Nil.*	*Nil.*
Dehli.			
1st year	11	2	18·1
2nd do.	10	3	30
3rd do.	5	2	40
4th do.	3	1	33·3

The Lahore college, therefore, held the first place during the late departmental examinations, there being the following per-centages of success:—Lahore, 1st year 21·4 per cent., against 18 1 of Dehlī, 2nd year Lahore 33·3 per cent., against 30 of Dehlī; 3rd year 66·6 per cent., against 40 of Dehlī; whilst the Lahore "4th year" was composed of one solitary student, whose single instance can afford no argument in a comparison of *class* with *class*; but, even if his failure be included, the per-centage gained by the 4 classes of the Lahore college, viz., 30·3, is higher than the per-centage gained by the 4 classes of Dehlī college, viz., 27·5

List of Panjāb students who passed the First Arts Examination of November 1870.

COLLEGE.	Student.	Marks.	Division.
Lahore college	Rām Diāl	259	1st
Do. do.	Shib Diāl	258	1st
Dehlī do.	Baij Nāth	252	1st
Lahore do.	Kirpā Rām	248	2nd
Do. do.	Hukm Chand	230	2nd
Dehlī do.	Bābū Mal	229	2nd
Do. do.	Shib Chandra Bos	228	2nd
Do. do.	Munshī Lāl	224	2nd
Do. do.	Jagdīs Rāi	217	2nd
Lahore do.	Shādī Rām	216	2nd
Do. do.	Muhammad Afzal Khān	204	2nd
Dehlī do.	Kashī Nāth	202	2nd
Lahore do.	Sāgar Mal	186	3rd
Do. do.	Nand Gopāl	175	3rd
Do. do.	Daulat Rām	170	3rd

It will be seen from this that the Lahore college heads both the 1st and the 2nd "divisions of merit" in the Panjāb—the 2 Lahore "1st division men" being above the one from Dehlī, and 2 "second division" men from Lahore being also above the four students of the Dehlī college who passed in that division.

9 *B. Success at the University examination.*—The results of the university examinations surpassed even the expectations of departmental examinations, and both the Panjāb colleges acquitted themselves most creditably, You know that I consider it a better test of the condition of a class to send up every member of it for examination, than to follow the usual practice of selecting men for an examination. The solitary fourth year student, although he had little chance, was not prevented from going up for his B. A. degree, and failed in Conics and Arabic; but I obliged every available man in the 2nd year college class to present himself at the F. A. examination. The result has been most encouraging. The Lahore college has passed a larger number of men than any other similar institution in Upper India for that examination. It has also returned the largest proportion of men in the first division of merit *in the whole of the Presidency.*

The success of the Lahore Government college surpassed even the expectations formed from the statement in last year's report and from results of departmental examinations. The Lahore college passed the largest number of men for the F. A. examination in Upper India, and the largest proportion of successful candidates in the first division of merit in the whole Presidency.

The following are the figures:—

(a). *Number of students passed—*

1.	Lahore...	...	...	Sent up	13	...	...	Passed 9
2.	Dehlī ...	...	...	„	7	...	...	„ 6
3.	Agra Govt.	...	...	„	8	...	...	„ 6
4.	Lucknow	...	...	„	10	...	...	„ 6
5.	Agra (St. John's)	...		„	7	...	...	„ 5
6.	Bareily...	...	...	„	10	...	...	„ 5
7.	Benares (Queen's)	...		„	10	...	...	„ 5
8.	Benares (Jai Narāin)			„	2	...	...	„ 2

(b). *Proportion of men in the highest division of merit—*

1.	Lahore	...	...	Passes 2 out of 13 in the 1st division of merit.					
2.	Presidency college,	...	...	19 out of 133			„	„	„
3.	Dehlī	„	...	...	1	„	7	„	„	„
4.	Patnā	„	...	...	3	„	25	„	„	„
5.	Sanskrit	„	(Calcutta)		1	„	10	„	„	„
6.	Hooghly	...	...	...	1	„	40	„	„	„
7.	Dacca	...	...	...	1	„	41	„	„	„

These colleges are the only ones in the Presidency which have passed any man in the first division of merit at the late F. A. examination, and the Lahore college stands first among them in having secured a per-centage of 15·3 in that division out of the number of men it sent up.

V.—APPOINTMENTS GAINED BY LAHORE STUDENTS.

10. Fifty Lahore college students hold public positions, whose average income is Rs. 99-8 per mensem. I think this is a circumstance that deserves to be brought to your notice. Still, even success in life is not always a proof of merit or of a good education, but depends on a number of circumstances, that are independent of, though not necessarily inconsistent with, the possession of the highest moral and mental qualities. For instance, the 8 men who have left the college during the course of the year under review have only received appointments of the, still respectable, value of Rs. 43-12 per mensem. I think, however, that it is a pity that colleges should be judged by the success of their men rather at examinations than in life. This tends to lower the tone of colleges and of "higher education," and introduces rivalry rather than a uniform standard of tuition. The *first* thing to seek in education is education itself, and whilst we should be grateful "if other things are added unto it," we should neither be unduly elated nor duly depressed at the success or failure of our men at examinations or even in life. However, the Lahore college has nothing to fear whichever of these standards is applied to it.

The average income of students who have left the college for active employment is Rs. 99-8. This includes all the students who have left the college since 1864 to end of March 1871.

VI.—GOVERNMENT SCHOLARSHIPS GAINED BY LAHORE STUDENTS.

Five senior and 8 junior Govt. scholarships have been gained by students of this college.*

11. *All* the senior scholarships of this year were gained by students of this college. The highest junior scholarships have also been gained by the matriculated students, who have joined the college. The total amount of Government scholarships awarded this year to the college is Rs. 242 per mensem, against Rs. 152 per mensem of last year. The following table compares the last three years with reference to the number of Government scholarships awarded in each year:—

1868-69...	...	4	1869-70	...	...	10	1870-71	...	...	13

VII.—PROSPECTS OF THE COLLEGE.

Prospects of the college are encouraging.

12. Prospects of the Lahore college are good, especially if the suggestions contained in my present report and in that for 1868-69 are carried out, and if the long-promised second Professor is appointed.

VIII.—CHANGES IN, AND SERVICES OF, THE STAFF.

Death of Maulavī 'Alamdār Husain, the Assistant Professor of Arabic.

13. It is with the deepest regret that I have to announce in this place the death of Maulavī 'Alamdār Husain, which took place in May last. Although for a long time unable to attend to his work in consequence of ill-health, his excellent character and his popularity among the Raīses of Lahore were a source of strength to the Lahore college and schools. He had served Government for many years, and his death has been deeply regretted by his numerous friends and acquaintances at Lahore. He has been succeeded by Maulavī Muhammad Husain.

Services of the college staff.

14. In thanking the college staff, headed by Professor Lindsay, for their assistance, I have to add the following remarks:—

Lālā Sāgar Chand has taught mathematics with vigour.

Pandit Bhagwān Dās has succeeded with all his pupils, and deserves an increase to his salary.

Mr. C. Rebsch Stulpnagel continues to deserve more and more every year the favorable opinion which I have repeatedly expressed of his character, diligence, and attainments. His approved and lengthened service in this college entitles him, if any one, to be promoted to a Professorship.

IX.—MISCELLANEOUS.

"Young Panjāb."

15. "Young Panjāb," to which Association I have referred in previous reports, still flourishes. To it, I believe, the publication of a cheap native newspaper, the *Paise-kā-Akhbār*, and of two English newspapers, the *Messenger* and the *Lahore Courant*, are in a measure due.

Three students obtained scholarships of Rs. 50 per mensem each at Rurkī.

16. Three students of the Lahore college succeeded in obtaining scholarships of the monthly value of Rs. 50 each at the Rurkī college. One of them has since returned to the Lahore college, and will take up a professional education after he has succeeded in obtaining his degree.

* *Remarks by Director.*—Three senior scholarships were gained by Lahore and 1 by Dehlī The latter was transferred to Lahore, as the student who gained it had obtained also a local scholarship and could not hold both. Senior scholarships are awarded to the college students who stand highest in the First Arts examination, and junior scholarships to boys from zil' schools who pass the entrance examination on condition of their joining one of the colleges. Four junior scholarships (not 8) were awarded to boys who entered the Lahore college.

Conduct of students.

17. The conduct of the students has generally been exemplary. Those who have left continue to feel an attachment to the institution and subscribe, in some instances liberally, for educational purposes. As a rule, they have shown themselves to be enterprizing and high-minded, and, I trust, will prove themselves to be, as we have a right to expect, loyal and efficient public servants.

Next Monday, the college will remove to Anārkallī to a house close to the museum. It will then occupy a central position for both the station and the city. Other arrangements connected with the change are now in progress, and will be submitted to you for final sanction as soon as possible.

G. W. LEITNER,

Principal, Government College, Lahore.

DEHLI COLLEGE.

PRINCIPAL—J. SIME, ESQ.

I have the honor to submit a report of the Dehlī College, for the year 1870-71. As you are aware, my official acquaintance with the working of the college extends over little more than one-half of the period under review.

Average roll and attendance during the year.

1. The average number on the roll during the year was 37, whilst the average daily attendance was 34, or 92 per cent. This is the same high per-centage as last year; and it may here be remarked that, as a general rule, absence is neither permitted nor sought for except on account of sickness.

Number at present in attendance and increase on previous year.

2 The number of students at present on the roll is 51, distributed over the various classes, as follows:—

M. A. class.....	2
Fourth year or B. A. class.....	5
Third „ class.....	6
Second „ or First Arts class	17
First „ class.....	21
	51

This total shows an increase of 17 on the attendance of last year, accounted for by saying that whereas six students were withdrawn during the year, 23 joined the college during the same period. Of those withdrawn, four had obtained appointments; whilst the remaining two seem to have left for no special reason, unless it were from inability to go on with their studies. And this leads me to remark that not all those who succeed in passing the entrance examination need necessarily be lads worthy of encouragement towards a higher education. Of the 23 new students, one is a Bachelor of Arts, who has joined the M A. or Honors' class; another is a student of the second year who joined the first class in July last; and the remaining 21 are newly matriculated students who make up the first Under-graduates' class. These last were drawn from the following schools:—*Twelve* from the Dehlī collegiate school; *six* from St. Stephen's Mission school, Dehlī; *one* from the Agrā Government school; *one* from Cawnpur; and *one* from Murādābād.

Comparative numbers during the last five years.

3 So far as increase in numbers is a criterion of progress, the Dehlī college may be said to have advanced rapidly, especially during the last two years.

This is exhibited in the following table:—

YEAR	1867.	1868.	1869.	1870.	1871.
Number of students	19	25	25	34	51

Class of the people from which students are drawn

4 Two things should be remarked with regard to the class of the people from which the students of the Dehlī college are drawn,—first, that the wealthier classes contribute as yet but a small per-centage to the roll of students, showing a lack of appreciation on their part of higher education; and, second, that from a Muhammadan population of 61,000 only *one* of 50 students is contributed, whilst from a Hindū population, scarcely one-third larger, the majority of the remaining 50 are derived. These facts are significant even if they be not peculiar to Dehlī

Conduct of students.

5. An impression seems to have gone abroad that the conduct and demeanour of educated natives, that is, of those educated in Government and similar colleges, is not *becoming*. I take the liberty of expressing an emphatic denial of the allegation. At all times, and not the least so in Dehlī, I have found the conduct of students most exemplary, and their bearing, to the utmost degree, respectful.

Fees.

6. The amount collected during the year in the shape of fees was Rs. 822, against Rs. 577 of the previous year.

Estimate of the work of the year.

7. It has been usual to estimate the work and success of this college from two points of view—from the results of examinations, and from the positions obtained by students on leaving college. I shall follow the same plan in this report—premising, first, that results in examinations, especially for comparison, may easily be over-rated; and, second, that the appointments gained by students on passing into the world *may* depend as much on the accident of locality as on the particular merits of the men.

Departmental examination.

8. The first results which fall to be noticed are those of the departmental examination, which was held in the beginning of July. Twenty-nine students offered themselves for examination, of whom only eight passed—a bad result. The failures were in no special subject—mostly, however, in the second language, fewest in history and English. This last particular is unusual; for *the* subject in which failures generally predominate is *English*. For the purpose of emulating the students of the Dehlī college there can be nothing better than a generous rivalry between neighbouring institutions. I would here remark that, whereas our third class did well, and there was no one to stand against Hukm Chand of the fourth year class, yet the first and second classes were, in this examination, badly beaten by the Lahore college.

University examinations.

9. Seven students presented themselves at the first examination in Arts of the Calcutta university, held in December last, of whom six passed—*one* in the first, and *five* in the second division. The student who failed came short of the requisite number of marks only in English. Accordingly, and when it is considered that out of a total number of 540 candidates only 233 passed, the above result may be considered good. It is, moreover, worthy of observation that none of the passes are lower than *second division*, giving promise of good B. A. results two years hence. In January last three students went up to the Bachelor of Arts examination, of whom only *one* passed. This result is not satisfactory; for out of a total of 212 examinees, 84 passed, giving a considerably higher per-centage than that attained by this college. There is, however, some satisfaction in the circumstance that the student who passed gained the honorable place of *second* on the whole list of Bachelors. This is a position which, I believe, had not before been gained by any candidate out of Calcutta. The career of Hukm Chand, the successful candidate, has, as you are aware, been a most creditable one, in all subjects *facile princeps*.

Comparison with other colleges.

10. For a view of the successes of the Dehlī college at the late examinations of the Calcutta university, compared with other institutions, I beg to refer you to the following table :—

	Examination.	No of candidates.	Passed.			Total passed.	Per-centage passed.			Total per-centage passed.
			1st division.	2nd division.	3rd division.		1st division.	2nd division.	3rd division.	
Bengal	First Arts.	440	25	84	75	184	5·7	19·1	17	41·8
North-West Provinces		30	...	7	11	18	...	23·3	36·6	60
Panjāb		20	3	9	3	15	15	45	15	75
Dehlī college		7	1	5	...	6	14·3	71·4	...	85·7
Bengal	B. A.	192	4	33	39	76	2	17·2	20·3	39·5
North-West Provinces		5	2	1	1	4	40	20	20	80
Panjāb		4	1	...	...	1	25	...	...	25
Dehlī college		3	1	...	...	1	33·3	...	...	33·3

From the above it will be seen that, while the average of successful First Arts candidates was 41·8 per cent. in Bengal, 60 in the North-Western Provinces, and 75 in the Panjāb, it was 85·7 per cent. in the Dehlī college; and that while the per-centage of B. A. passes in Bengal was 39 5, in the North-Western Provinces 80, and in the Panjāb 25, it was only 33·3 in the Dehlī college. Last year the First Arts passes were 62·5 per cent. of the candidates, and the B. A. 66 6 per cent.

Compared with itself in former years.

11. But the following table will exhibit the present state of the college in former years—showing, I believe, marked progress :—

	First Arts examination.						B. A. examination.					
	No. of candidates.	Passed.				Per-centage passed.	No. of candidates.	Passed.				Per-centage passed.
		1st division.	2nd division.	3rd division.	Total.			1st division.	2nd division.	3rd division.	Total.	
1867-68	6	...	2	2	2	66·6	2	...	1	...	1	50·
1868-69	4	1	...	2	3	75	1	...	1	...	1	10·0
1869-70	8	2	2	1	5	62·5	3	...	1	1	·2	66·6
1870-71	7	1	5	...	6	85·7	3	1	...	...	1	33·3

It is true, as already remarked, that the last B. A. result is not good ; but it should be observed that the 33·3 per cent. is *of the first division*—a position not hitherto attained either in Dehlī or the Panjāb.

Result of December house examination.

12. Contemporaneously with the university examinations, which test only the second and fourth classes, an examination, conducted by the college staff, was held for the first and third classes I have already reported to you the results of that examination ; but it may here be stated that the marks obtained in the various branches were in better proportion than those of the departmental examination held six months before. The per-centages gained in each subject were as follows :—For the first class, in English literature 36 ; in Arabic and Sanskrit 46 ; in history 36 ; in mathematics 35 ; and in philosophy 30 : and for the third class, in English literature 53 ; in the second language 57 ; in history 47 ; in mathematics 45, and in philosophy 46. These last results especially are *good.*

Number of examinations.

13. Before passing from the subject of examinations, I beg to venture the opinion that these are too numerous, and to suggest that the university results be taken by the department as a sufficient test of the work done in the First Arts and B. A. classes ; whilst the departmental examination might still be retained for the remaining classes, but deferred to the close of the session.*

Scholarships.

14. Nine junior Government scholarships were gained by students of this college on the results of the last university examinations. The Gubbins scholarship, tenable for two years, and open to First Arts students of Dehlī, was gained by Baij Nāth of the third class. Besides these scholarships, the Council of the Panjāb university college have this year, as last, set apart a grant to enable the students of Government colleges to prosecute their studies, and so to give, in less time, a firmer footing to higher education in the Panjāb. The value of such assistance cannot, I believe, in present circumstances, be over-estimated ; and it is to be hoped that such grants will be continued *unconditionally,* until the Panjāb Senate shall have the power of conferring degrees, when Dehlī will be content to seek her rewards on the field of competition.

Prizes.

15. The following were the duces, or first prizemen of the past year .—

Fourth class .....Hukm Chand.
Third „ .....Madan Gopāl.
Second „ .....Baij Nāth.
First „ .....Nand Kishor

Of the special prizes, the Arnold gold medal, open to B. A. candidates in the Panjāb, was carried off by Hukm Chand ; the Cooper silver medal, annually presented to the college by Mr. Parry, late Manager of the Dehlī and London Bank, was gained by Baij Nāth, our highest First Arts student ; and the Gubbins silver medal was awarded to the same student for the same reason. On the matter of *book* prizes perhaps I may be allowed to remark that it would be well to leave the choice of these in the hands of the heads of institutions. It is of the utmost importance that rewards of this nature, whilst limited in value, should be as useful as possible.

Prospects of the college

16. Whilst, from the foregoing paragraphs, it may be concluded that the success of the Dehlī college during the past year was not inconsiderable, its present condition gives promise of better results in the future. A class, you will have observed, has been organized for the preparation of students for the Master of Arts degree Two students, Srī Rām and Hukm Chand, have joined that

* The departmental examination of the 2nd and 4th year classes will be discontinued. It would be advantageous if that of the 1st and 3rd year classes could be held at the close of the year, but at that season Inspectors cannot spare the time.—W. R. M H., *D. P. I.*

class, and it is believed that both of them will do the college credit in February next. The subject taken up is English literature. Five students will present themselves at the next B A. examination, when it is hoped most of them will be successful. The First Arts class of this year is large, and it is not to be expected that out of such a class we can have so large a per-centage of passes as last year; but I should like to believe that, at least, twelve will pass—some of them in the first division. *Fifty-one* is a promising number of undergraduates; but, from present prospects, we may safely calculate on upwards of 70 against next year. Then it will be absolutely necessary to appoint a second Professor.

Position of students who left during the year.

17. Of the six students who left college during the year, four of them have obtained the following very satisfactory appointments:—

1. Rām Kishan, First Arts, 1868, Assistant Master, Canning College, Lucknow, on Rs 100 per mensem.
2. Jānkī Nāth, Do., 1867, Second Master, St. Stephen's College, Dehlī, on Rs. 80 per mensem.
3. Usaf 'Alī, Do., „ Head Master, Zil' School, Bherā, on Rs. 80 per mensem.
4. Dīn Diāl, Entrance, 1867, Head Master, State School, Patiālāh, on Rs. 100 per mensem.

The average of these appointments is Rs 90 per mensem—a salary, be it observed, which is greater *in proportion* than that usually gained by newly passed graduates in England. The proportion I refer to is that between the average salary of the labouring man and the school master in India, compared with the proportion between salaries of men similarly situated in England. Besides, none of the men in the above list are graduates.

The library.

18. A number of excellent books have been added to the library during the year. Students very generally confine their readings to the subjects of their *courses;* but I have been gratified to find a number of Dehlī men making good use of all the shelves of the library. A set of mechanical as well as of chemical apparatus is very much wanted for the college. Should these be supplied,* it will not only be possible for the students to take up as their optional subjects in mathematics a branch of natural science, but it will be possible to give occasional lectures in a branch of knowledge made interesting by experiments, of which the students are now almost wholly ignorant. I should here state that the duties of Librarian were well discharged by Rām Kishan up to the end of January, and that Kunj Bihārī Lāl, his successor, has shown himself well fitted for the post.

The debating club.

19. This institution has continued to flourish, and papers on important subjects have been read and discussed almost fortnightly.

Sports.

20. Cricket was played as usual in the cold weather; but I was not pleased with the only half-hearted interest which was manifested in the game. I am under obligations to Mr. Carne, of the school department, for many efforts to assist in and guide the sports of the students.

Changes in the staff.

21. On the 31st of July the college staff was greatly strengthened by the appointment to the Professorship of English Literature of Mr. Robert Dick, of the University of St Andrews. Mr Dick's experience and eminent abilities render him a great acquisition to the Dehlī college, and to the Educational Department of the Panjāb. On the 12th of September I took charge of the college from my predecessor, Mr. C. R. Cooke. It is due from me to state that I found the arrangements and discipline of the college in such a state as rendered my duties for the remainder of the year extremely easy; and any credit which the college may deserve for the results of the past year is wholly due to my predecessor and his colleagues, and not to me. In January Mr. Ellis, Acting Professor in the college, was obliged to proceed to Europe on sick certificate. His place has been taken by Mr. Kirkpatrick, of the Lahore zil' school. Otherwise the staff remains as heretofore.

Conclusion

22. I conculde by directing your attention to the able services of Professors Dick and Ellis. To the former I am especially indebted for the part he is now taking in the M. A. class, in addition to the other heavy duties of Mathematical Professor. Mr. Kirkpatrick's services during the last two-and-a-half months are worthy of praise. The services of Lālā Srī Rām, B. A., have also been valuable, while those of Maulavī Ziyā-ud-dīn, Professor of Arabic, and of Pandit Kāshī Nāth, Sanskrit Teacher, have been attended, as usual, with great success.

* The Principal will be requested to make specific proposals.—W. R. M. H., *D. P. I.*

J. SIME,

1st April, 1871. *Principal, Dehlī College.*

AMBALA CIRCLE.

INSPECTOR—C. R. COOKE, ESQUIRE.

I have the honor to submit my report on popular education in the Ambālā circle for the year 1870-71.

SECTION I.—CONTROLLING AGENCIES.

Inspectional staff.

2. The inspectional staff consists of an Inspector, an Assistant Inspector, a Deputy Inspector (for the Gurgaun district), and seven Chief Muharrirs, one for each of the remaining districts, except that of Simlā. There is also in the Ambālā district a Muhammadan Sub-Inspectress who has charge of the female schools of the district.

Changes in the staff.

3. I took charge of the circle on 11th September 1870. Mr. Mackintosh the (then) Assistant Inspector having held charge up to that date from 12th July, when Mr. Willmot proceeded to Nāgpur. A further change occurred in January last, when Mr Mackintosh was transferred to the Lahore Circle and Mr. Carbery, late Head Master of the Simlā zil' school, was appointed to succeed him as Assistant Inspector of this circle.

Among the School Muharrirs the following changes have been made. In the Karnāl district, Gangā Parshād, from Amritsar, succeeded Girdhārī Lāl, who resigned; and, in the Ambālā district, S'adat-ullah (deceased) was succeeded by his father Ghulām Hydar.

Work done by Inspector and Assistant Inspector.

4. The nine districts included in this circle have been thoroughly inspected during the year. I myself marched through the Dehlī, Karnāl, Gurgaun and Rohtak districts, and examined all the schools in these districts as well as a portion of those in the Ludiānā district. The Ambālā district was inspected by Mr. Mackintosh, and the districts of Hissār and Sirsā by Mr. Carbery. With regard to the town and village schools, I have attempted to carry out, with only some slight modifications, the plan adopted by my predecessor. By this plan, every boy in the first six classes is examined separately, once a year, in reading, grammar, dictation, arithmetic, history, and geography, and the progress of all, except the merest beginners, is thus noted. I submit that this is a far more thorough system of inspection, and far more satisfactory in its results, than one in which, as is frequently advocated, the Inspector would be required to visit each town and village school in its own building.

Work done by Chief Muharrirs.

5. Each Chief Muharrir is required to visit the schools of his district four times in the year. This has been accomplished in but two cases.

Chief Muharrir of Dehlī.

The Chief Muharrir of Dehlī has, in all, 54 schools in his district, and to these he has paid 250 visits. This gives a very good average, even if we put out of consideration the schools in the city, each of which he visited ten times during the year.

Chief Muharrir of Hissār.

The Hissār Muharrir has also reached an average of four visits to each school. This man was last year censured for his indolence, and I therefore gladly report this sign of improvement.

In the remaining districts the amount of inspection done is below what is required. Though I am not inclined to lay much stress on this, still I do not think there ought to be any difficulty in carrying out the rule.

The Deputy Inspector of Gurgaun and the Chief Muharrir of Ludiānā.

The Deputy Inspector of Gurgaun is, I consider, the best of all these officers. In speaking of the schools in his district further on, I shall point out the good he has effected. The Chief Muharrir of Ludiānā has also done his work well. If we had a few more men, equal in ability and energy to these two, a visible effect would very soon be produced.

Chief Muharrir of Rohtak.

The Chief Muharrir of Rohtak has not satisfied me. I found that he knew very little about his schools and his work, and the arrangements made by him for my inspection were anything but satisfactory. He seems to me to take little or no interest in his work; and that he has paid on the average but two visits to each school in so small a district as Rohtak does not speak well for his activity.

Local committee of public instruction.

6. I have seen little or no activity displayed by any local committee as a body—in several places individual members have evinced their readiness to work. Distinguished among these are Syad Abdullāh, Sirishtahdār in the Deputy Commissioner's office at Simlā, Bābu Rādhā Kishan, Sub-Assistant Surgeon at Ropar, and a few others.

I am thinking of proposing next year a reorganization of almost all the committees in the circle. In a great many places the committees, as at present constituted, are simply useless. The members meet when summoned, but it is difficult to conceive how little interest they evince in matters brought before them.

Work done by Tahsīldārs.

7. In several districts the Tahsīldārs have afforded considerable assistance. I may more particularly mention the Tahsīldār of Sāmplā in the Rohtak district, and Munshī Piare Lāl, Tahsīldār of Rewārī.

SECTION II.—GOVERNMENT SCHOOLS.

A.—Government Zil' Schools.

Zil' schools—eight in number.

8. There were at the close of the year under review—eight zil' schools under my charge.

Statistics of zil' schools.

9. The following statements give the number of boys in the several departments of these schools, (*a*) collectively, and (*b*) separately:—

(*a*). No. of boys in—	At the end of 1869-70.	At the end of 1870-71.
Higher department	78	63
Middle	440	367
Lower	2,499	2,208
Total	3,017	2,638

(*b*). Zil' school at—	1869-70. No. of boys in Higher department.	Middle department.	Lower department.	Total.	1870-71. No. of boys in Higher department.	Middle department.	Lower department.	Total.
Dehlī	78	191	608	877	63	177	610	850
Jagādhrī	...	34	393	427	...	36	353	389
Rohtak	...	43	290	333	...	48	314	362
Rewārī	...	59	290	349	...	77	254	331
Bhewānī	...	25	321	346	...	36	242	278
Karnāl	...	37	154	191	...	34	201	235
Ropar	...	21	198	219	...	33	197	230
Simlā	...	13	59	72	...	26	37	63

Causes of decrease in number in statement (*a*).

I should here point out that since the close of the year 1868-70, two middle schools, viz., the Jhajjar zil' school and the Chelon-kā-kuchā branch school at Dehlī, have been closed. Also the number of lower schools at present in existence is 30, as compared with 38 at the end of last year. The decrease observable in statement (*a*), and the discrepancy between it and statement (*b*), will thus be accounted for.

Results of examinations.

10. The three examinations at which students of the zil' schools of this circle have presented themselves, are the entrance examination of the Calcutta University, and the middle and lower school examinations. From the annexed statement will be seen the number of candidates, and the number passed, at each of these examinations.

	No. of candidates.	No. passed.
Calcutta University entrance examination	15	12
Middle School do.	48	30
Lower School do.	Not recorded.	122

Results satisfactory.

These results are above the average; and, in the entrance and middle school examinations, the zil' schools of the Ambālā circle have acquitted themselves satisfactorily.

Dehlī zil' school.

11. The number of students on the rolls of the Dehlī zil school at the close of 1870-71 is thus compared with the number at close of the previous year:—

Upper school.	1869-70.	1870-71.
1st class	30	20
2nd do.	23	17
3rd do.	25	26
Middle school.		
1st class	34	41
2nd do.	20	31
3rd do.	26	24
4th do.	30	36
5th do.	...	45
Lower school	608	610
Total	796	850

These figures show an increase in the numbers. Since the close of last year the branch middle school at Chelon-kā-kuchā, which was supported from the proceeds of the Nawāb fund, has been closed, and most of the boys were drafted into the zil' school. A further accession of numbers was acquired by the institution of what are called the "Arabic scholarships." It was noticed that the proportion of Muhammadan boys reading in our schools in Dehlī was much less than it should be. The first attempt to draw such boys was made in the establishment of the Arabic department in the middle zil' school; this however only succeeded partially. In December last a meeting of the principal Muhammadan residents of the city was called and the subject discussed. It was proposed to set aside Rs. 150 per mensem to be expended in scholarships to Muhammadan lads who entered the zil' school—the conditions of eligibility being that they should be of good family and in needy circumstances. A committee was formed and each member was requested to submit the names of candidates. A very large number of boys applied for admission, the claim of each one was examined, and 88 were admitted—16 into the middle, and 72 into the lower school.

Educational staff of the Dehlī zil' school.

12. For the first three months of the year under review, Mr. J. D. Staines was in charge of the Dehlī zil' school, during the absence of Mr. Beddy on privilege leave. On Mr. Beddy's return, Mr. Staines was transferred to Lahore.

Upper department.

Mr. Beddy has conducted the duties of Head Master in a most satisfactory manner, and in his reports gives commendation to his assistants, Mr. Carne and Bharon Parshād, B. A., as well as to the Persian and Sanscrit teachers.

Middle school.

Master Kanhayā Lāl has been in charge of the middle school throughout the year, and has displayed great zeal and ability in its management.

Lower department.

The lower department of the zil' school consists of six vernacular schools, located in various parts of the city, and serving, either directly or intermediately through other middle schools, as feeders to the zil' school. These vernacular schools are maintained on the grant-in-aid principle—the Municipality subscribing Rs. 150 per mensem. I gave a detailed account of them in my report last year, and it is not necessary to repeat it here. The staff of teachers employed in these schools is not all that I could wish, but I trust it may be improved. I hope to send some of the more promising men amongst them to undergo a course of training in the Dehlī normal school.

Comparative statement of fees.

13. The amount of fees collected in the upper and middle departments, and credited to Government during 1870-71, is Rs. 1,493-7-0 as compared with Rs. 1,548-7-0, for the previous year. The fees range from 12 annas to Rs. 5 in the upper school, and from 6 annas to Rs. 5 in the middle school.

Expenditure from various sources.

14. The total expenditure for the year on the upper and middle departments of the Dehlī zil' school amounts to Rs. 26,953-14-10, being Rs. 23,042-6-2 from public funds, Rs. 1,094-4-5 from the educational cess fund, and Rs. 2,817-4-3 from other sources.

The lower department is supported by private contributions Rs. 1,899-0-5, fees Rs. 651, and Government grant Rs. 2,340-0-6.

State of school-houses.

15. The upper department of the Dehlī school is located in the college building. Many of the rooms here are small and unfit for class rooms, but nothing has as yet been done towards carrying out the improvements and alterations which, as was stated in my report of the Dehlī college last year, are very urgently required.

The middle school house, rented at Rs. 40 a month, is in a central situation and is kept in good repair by the owner.

Results of examinations.

16. The following statement gives the number of students who passed in the three examinations of the year :—

	Number of candidates.	Number passed.
University entrance examination	15	12
Middle school do.	30*	18*
Lower school do.	...	28

Entrance examination.

The percentage, 80, of passed in the entrance examination is exceedingly good, and does great credit to Mr. Beddy and his staff.

Middle school examination.

For the middle school examination 26 boys were sent from the zil' school, and 4 from its branch in the Chelon-kā-kuchā. Sixty per cent passed: this result is satisfactory, being above the average for the Panjāb, which is about 52 per cent.

The boys who were brought up to pass the lower school examination, for admission into the middle school, did badly in dictation and arithmetic—the proportion passed was very small compared with the results in the smaller zil' schools of Rohtak and Rewārī.

* Including the middle (branch) school of Chelon-kā-kuchā.

General progress.

17. All the classes, and more especially those of the upper and middle departments, have made fair progress in all subjects.

Jagādhrī zil' school.

18. The annexed statement shows the number of students in each class of the Jagādhrī zil' school at the end of the year under report, as compared with the number at the close of 1869-70 :—

	1869-70.	1870-71.
Middle school—		
1st class	7	8
2nd do.	10	8
3rd do.	8	9
4th do.	9	11
Lower school	393	353
Total	427	389

There has been a small increase in the middle department and a large decrease in the lower department. The Head Master gives several reasons for this diminution in numbers, but the principal cause of it seems to be one Kānchand Pāndhā, who was one of the teachers in the lower school and was dismissed for misconduct. Since his dismissal he has acted with much animosity and succeeded in drawing boys to a school he is endeavouring to establish.

Notice of educational staff.

19. Ishan Chandar Ghos has been in charge as Head Master of the Jagādhrī zil' school throughout the year. Though there have been complaints made against him by the townspeople, they have been of a trivial nature, and his work has on the whole been satisfactorily performed. The scheme of studies has been carefully attended to, and good discipline is maintained throughout the classes. Since the commencement of the year the two Assistant Masters, Kishan Narāin and Bihārī Lāl, have resigned their appointments, and Baldeo Sahāi and Umrau Singh, ex-students of the Dehlī college, have succeeded them. These two men are hardworking and earnest.

Comparative statement of fees.

20. The fees collected during 1870-71 amount to Rs. 183-4-0. For the previous year the amount was Rs. 196-5-9. This shows a decrease of a little over a rupee a month—which may be looked upon as a natural fluctuation.

Statement of expenditure.

21. The amount expended on the middle department, Jagādhrī zil' school, for the year 1870-71, is Rs. 3,868, being Rs. 3,708-3-3 from imperial funds and Rs. 159-12-9 from the one per cent. educational cess fund.

The four schools of the lower department receive Rs. 420 from private sources and an equal grant from Government, added to Rs. 469-14-6 collected as fees.

State of school-house.

22. The school-house is in good order and accommodates the middle department and one school of the lower department.

Results of examinations. Middle school. Lower school.

23. Out of three candidates who were sent from Jagādhrī zil' school into the middle school examination, only one passed, the other two failed very badly. Nine boys passed the lower school examination conducted by Mr. Mackintosh.

Progress of middle school.

24. The prescribed scheme of studies has been carefully carried out, and though the English Reader has not been completed, still the progress made in English has been satisfactory; in this subject all the classes passed a very fair examination before me in September last, and again before the Assistant Inspector in the following December. In mathematics and general knowledge the school did creditably, but in Persian there has been very little done. Examining the progress report for the year, I find that the 1st class has read only 86 pages of the Dīwān-i-Hāfiz, a book of 404 pages, and that in the 2nd class the Ruqāt-i-'Alimgīr was not even commenced.

The Head Persian Teacher, Munshī 'Azīzuddīn, has neglected his work.

Progress of lower department.

25. There are four Grant-in-aid schools at Jagādhrī forming the lower department of the zil' school. One only of these, viz., that located in the zil' school building, contains the upper classes, and here satisfactory progress has been made. In the remaining three schools the boys are mere beginners, and the third or lowest class only has been formed. The Pāndhās in charge of these schools are a difficult class of men to deal with—they are not to be trusted and,

unless sharply looked after, invariably neglect their work. The progress in these schools has been very small indeed.

Rohtak zil' school.

26. A very creditable increase in the number of boys attending the Rohtak zil' school will be noticed in the annexed statement:—

	1869-70	1870-71
Middle school—		
1st class	9	7
2nd do.	12	9
3rd do.	10	12
4th do.	12	20
Lower school	290	314
Total	333	362

Educational staff.

27. Mr. Wade has managed the Rohtak school in the most efficient manner, and has paid especial attention to the schools of the lower department, in which there is a marked improvement. He reports of his assistants in these words: "Jamnā Dās and Mādho Narāin, the 2nd and 3rd English Teachers, have worked satisfactorily—the former has tact and energy sufficient to be put in independent charge of a school, and the latter deserves promotion to a higher grade. The 1st and 2nd Persian Teachers—Sicandar 'Ali and Yusaf Khān—likewise deserve favorable mention for the manner in which they worked and helped me to collect boys for the school. The teachers have all given me satisfaction."

Statement of fees.

28. The fees collected during the year in the middle school and credited to Government amount to Rs. 195-6-0, showing a monthly average of Rs. 16-4-6, as compared with Rs. 16-10-6, the monthly average for the previous year.

Statement of expenditure.

29. Total expenditure on the middle department of the Rohtak zil' school for the year 1870-71 amounts to Rs. 4,319-13-2, of which Rs. 4,232-15-4 were paid from imperial revenue, and the balance from the educational cess fund.

For the lower department, Rs. 260-7 are received from private sources, Rs. 359-7 from fees, and Rs. 420 from grant-in-aid. Mr. Wade has made efforts to get an increased Municipal grant—and has succeeded in obtaining Rs. 30 from the Berī Municipality; this addition was, however, sanctioned too late to apply for an equivalent increase in the Government grant.

30. The school-house and Head Master's dwelling house are now under repair,—one-third of the cost having been guaranteed by the Deputy Commissioner of the district.

Results of examinations.

31. Five boys of the Rohtak school went in for the middle school examination; four passed. The results of the lower school examination, which I held here in January last, were most satisfactory. Twenty-three candidates presented themselves and all passed without a failure. Mr. Wade had evidently taken great pains with these boys, having subjected them to several preliminary examinations, which ensured their doing well at the final examination.

Rewārī zil' school.

32. The following statement gives the number of students in each class of the Rewārī zil' school:—

	1869-70	1870-71
Middle school—		
1st class	11	10
2nd do.	18	16
3rd do.	13	14
4th do.	17	37
Lower school	290	254
Total	349	331

The decrease of numbers is in the lower department,—some of the less useful schools having been closed.

Educational staff.

33. The Head Master, Sheo Parshād, has done his work well. Both fees and numbers in attendance have been considerably increased in the middle school, and the classes of the lower schools have been carefully looked after.

Statement of fees.

34. Last year the total sum collected in the middle school was Rs. 249-2-0, this year Rs. 236-9-0 were realized. In the lower department Rs. 148-2-6 were raised in five schools, as compared with Rs. 137-1-6 in eight schools the previous year.

Statement of expenditure.

35. Amount expended on the Rewārī zil' middle school for 1870-71 is Rs. 3,243-8-6 from imperial revenue. The lower department is supported by Rs. 720 from private sources, Rs. 148-2-6 from fees, and a grant of Rs. 731-1-4.

State of school-house.

36. The zil' school-house at Rewārī is in good repair and suitable for the accommodation of the middle department and one school of the lower department. A well has lately been dug in the compound at the cost of the Municipality, and proves a great convenience.

Results of examinations.

37. In the middle school and lower school examinations the following are the results :—

Middle school examination.

Six candidates went in for the former, five passed and have joined the upper school at Dehlī.

I examined 29 boys of the lower department for admission into the midde school, they all passed very creditably. Except at Rohtak, I have nowhere seen the lower department of a zil' school in so efficient a condition as these schools at Rewārī are.

The Head Master, Sheo Parshād, has exercised a strict supervision over them. One of these five schools has been placed under the superintendence of each of the Assistant Masters of the zil' school, whose duty it has been to visit it frequently and generally to direct the work. The classes have been examined monthly by the Head Master, and deficiencies in their boys have been pointed out to the teachers. From the results of these periodical examinations a careful selection was made for the final examination and all the candidates passed without a failure.

Progress in middle department.

38. On my visit of inspection to the Rewārī school in February last, I found that fair progress had been made in all subjects, except in Persian. The first class especially was weak in this subject, but it is hoped that the teachers will take timely warning from the results of last year's middle school examination, and pay the fullest attention to a subject in which, throughout the Panjāb, the failures were so numerous.

Remarks on the lower department.

39. At the close of last year there were eight schools forming the lower department. It has been considered advisable to close three of these in which the numbers had fallen very low, and the daily attendance was becoming almost nominal. Formerly, each school had but one teacher; by the new arrangement, the teaching staff has been increased, and the schools have been rendered in every way more efficient.

It is satisfactory to notice that the reduction of these schools has caused no diminution in fees; but that, as noticed in para. 34, there has been an increase for the year of Rs. 11-1.

Bhewānī zil' school.

40. The number of boys in each class of the Bhewānī zil' school will be found in the following statement :—

	1869-70.	1870-71.
Middle school—		
1st class	3	7
2nd do.	6	6
3rd do.	4	8
4th do.	12	14
Lower school	321	242
Total	346	277

There has been an increase in the middle school, but a large decrease in the lower school.

Educational staff.

Hīrā Lāl, the Head Master, has succeeded in improving the condition of the middle school, and in passing his boys. He has not, however, paid sufficient attention to the lower school department. The zil' school, as a whole, can never be prosperous until those most important feeders to it, the lower schools, are placed on a satisfactory footing. The staff of Assistant Teachers is reported to have worked well.

Statement of fees.

41. In the middle school, fees to the amount of Rs. 125-3 have been realized; in the previous year the amount was Rs. 70-7. In the lower department Rs. 121-5 have been collected.

Statement of expenditure.

42. A total expenditure of Rs. 3,158-14-7 has been incurred in the middle school, being Rs. 3,038-14-7 from imperial revenue, and Rs. 120 from the educational cess fund. The lower department is supported at a cost of Rs. 853-5, of which Rs. 360 are paid from private sources, Rs. 121-5 from fees, and Rs. 372 from grant-in-aid.

State of school-house.

43. The school-house is in good repair, and the compound kept neat and clean.

Results of examinations.

44. There were two candidates for the middle school examination, both passed.

Twelve out of thirteen boys who came up for the lower school examination succeeded in passing.

The middle department, examined by the Assistant Inspector, is reported to have been in a fair condition. Hīrā Lāl, the Head Master, is especially commended for the success of his classes in English. Of the three schools of the lower department, one only teaches in accordance with the scheme of studies, but in the other two—called the Central and Lohūr branches—Sarāfī and Nāgrī are taught, and after a time boys are drafted into the third school.

Karnāl zil' school.

45. Annexed is a comparative statement showing the number of boys in each class of the Karnāl zil' school :—

	1869-70.	1870-71.
Middle school—		
1st class	...	3
2nd do.	7	8
3rd do.	21	15
4th do.	9	8
Lower school	154	201
Total	191	235

This statement shows a total increase of 44 boys, the number in the middle school has, however, slightly decreased.

Educational staff.

46. There have been in the course of the year several changes in the teaching staff of the middle school. The Head Master, Rādhā Kishan, was placed for a short time in charge of the zil' school in Rohtak during the absence on leave of Mr. Wade, and the 2nd Master, Khettar Chandar, officiated as Head Master, Karnāl school.

The 3rd English Teacher, Rājā Lāl, has been appointed to the Head Mastership of an Aided school established at Jhajjar. Munshī Abdullā, the 1st Persian Teacher, who had for a lengthened period been suffering from ill-health, died in December last, and was succeeded by Bāqar Husain from Dehlī.

Statement of fees.

47. The following statement compares the collections of fees for this year and last year :—

Amount of fees.	Middle school.	Lower school.
For 1869-70	313 8 6	100 3 3
For 1870-71	143 8 0	121 15 6

The decrease in the middle school fees is very unsatisfactory. The Head Master reports that there is the greatest possible difficulty in realizing anything but the minimum rate of fees.

Statement of expenditure.

48. The cost to Government in supporting the Karnāl zil' school was Rs. 2,674-15-6; this was supplemented by Rs. 148-13-0, from one per cent. educational cess fund, making a total of Rs. 2,823-12-6.

The four schools of the lower department receive Rs. 480 from private sources, Rs. 121-15-6 from fees, and Rs. 431-5-7 from Government grant.

State of school-house.

49. The school-building is in good repair, but the accommodation is inadequate. The boarding-house attached to the school has room for 15 boys—there are now 4 boys living here, who get their food free.

Results of examination.

50. During the past year there was no first class in the Karnāl school, consequently no candidates presented themselves for the middle school examination.

Six boys passed the lower school examination and were admitted into the middle school.

Progress of middle school.

All the classes passed fairly before the Assistant Inspector in September and before me in the following December. The subjects in which we both noticed weakness were arithmetic and geography, otherwise the classes have made fair progress. In the lower department there are now four schools; at the close of last year there were five. On my visit to Karnāl I carefully enquired into the state of these schools, and came to the conclusion that their number might, with advantage, be reduced. The scheme has been carried out, and the result is an increase of over 30 per cent. in the number of boys in attendance. Here, as in Rohtak and Rewārī, each of the lower schools is placed under the charge of an Assistant Master of the zil' school, and both Rādhā Kishan and Khettar Chandar have spared no trouble in superintending them. The plan of holding periodical examinations of the boys would be of material advantage to those who are coming up for admission to the middle school next year.

Rupar zil' school.

51. The number of boys in each class of the Ropar zil' school is as follows :—

	1869-70.	1870-71.
Middle school—		
1st class	4	1
2nd ,,	4	6
3rd ,,	5	7
4th ,,	8	19
Lower school	198	197
Total	219	230

This shows a slight increase in the numbers.

Educational staff.

52. For a great part of the year the Ropar zil' school has been in a state of disorganization. Babu Jadu Nāth is a man of no firmness, and, as it now appears, of doubtful character. He has been dismissed. With the exception of Mithu Lāl, the 2nd Master, who has worked exceedingly well, I

cannot give a word of commendation to any of the teachers employed They seem to have been constantly engaged in private disputes to the neglect of their public duties. Complaints have been made against some of them of acting with extreme severity towards the boys, of using abusive language, &c. It is to be hoped that the new Head Master will exercise control over these men with a strong hand.

Statement of fees.

53. The fees collected during the year amount in the middle school to Rs. 54-11-0. In the lower school the amount, Rs. 56-5-6, is smaller than in the corresponding department of any other zil' school—the disorganised state of the middle school has had a considerable effect on the lower school.

Statement of expenditure.

54 Rs 2,515-15-4 have been expended on the Ropar middle school,—the whole from public funds.

The four schools of the lower department received a Government grant of Rs. 300, the balance of the expenditure was paid from fees, Rs. 56-5-6, and from private sources, Rs. 480.

State of school-house.

55. The school-house is in fair order and equal to the accommodation required.

Result of examination

56. Both the boys who went into the middle school examination failed. Thirteen boys passed the lower school examination.

Progress of middle school.

Jadu Nāth has been so remiss in the performance of his duties that on my visit to the school in September last, I found occasion to censure him severely for several irregularities. The classes were in by no means a satisfactory condition. The two boys of the 1st class failed to pass the middle school examination; in the 2nd class the work was so badly done that no promotions from it have been allowed; the 3rd and 4th classes did badly in most subjects.

Progress of lower schools.

There are four lower schools in Ropar, not one of them of much use. The Head Master has taken no pains with them, has seldom visited them, and knew little or nothing about them.

Simlā zil' school.

57. The number of boys on the rolls of the Simlā zil' school is still smaller than last year's number.

	1869-70.	1870-71.
Middle school—		
3rd class	7	11
4th „	6	15
Lower school	59	37
Total	72	63

Educational staff.

58. Mr. Scott was Head Master of the school till 12th April 1870, when he was succeeded by Mr. Carbery, now Assistant Inspector of this circle.

Since the school re-opened after the winter vacation in February, Dabī Parshād, the 2nd Master, has been in charge. He has done his work fairly, but, having a limited experience, is not quite equal to the duties of a Head Master of even so small a school as this is.

Maulavī 'Abdullā, the Head Persian Teacher, has served for a very lengthened period, and is now, from old age and bodily infirmity, totally unfit for work. He will send in his application for a pension immediately.

Statement of fees.

59. Fees collected amount, in the middle and lower departments together, to Rs. 188-7.

Statement of expenditure.

60. The expenditure on the middle school is Rs. 3,098-6 from public funds. The lower department of this school is the only one in this circle which is not supported partly from private sources—the expenditure on it for the year amounts to Rs. 240, the whole paid from imperial revenue.

State of school-house.

61. The school-house and Head Master's dwelling-house are in a very bad condition. Money has been sanctioned by the Simlā Municipality, and this sum, added to the Government grant, will be sufficient to put both houses into good order. The Deputy Commissioner has been addressed on the subject, and it is hoped that the repairs will be commenced before the rains set in.

Results of examination.

62. The highest class in the Simlā school is the 3rd—no boys therefore went in for the middle school examination.

The result of the lower school examination was bad, only 4 boys passed. In my oral examination of the classes of the middle school I found that the 3rd class could read fairly, but translated badly. The 4th class had completed the primer, and could read it well.

B.—Town Schools.

General statistics of town schools.

63. In the nine districts included within the Ambālā circle there are in all 31 town schools, as will be seen from the following detailed statement of districts :—

Districts.	No. of town schools.			No. of pupils.
	Government.	Aided.	Total.	
Dehlī	4	...	4	328
Gurgaun	...	4	4	485
Karnāl	3	...	3	518
Ambālā	8	...	8	801
Ludiānā	7	...	7	706
Simlā	...	...	...	...
Hissār	1	...	1	60
Rohtak	3	...	3	359
Sirsā	1	...	1	168
Total	27	4	31	3,425

Comparative statement of expenditure and fees.

64. The total cost of the Government town schools is Rs. 19,709-3-9; last year the expenditure on them was Rs. 17,734-0-6. Fees realized during 1870-71 amount to Rs. 654-4-6, as compared with Rs. 723-2-0 for the previous year.

Results of examination.

65. Vernacular town schools contain eight classes (Persian). Every boy in the upper six classes has been individually examined once at least during the year. Boys of the 1st class came to the middle school examination, boys of the 1st and 2nd classes to the sadr examination, and all the boys of 4th, 5th, and 6th classes have been examined *vivâ voce*. In many cases when the school itself has been visited the 7th and 8th classes have also been examined. I am unable to compare progress with last year, and will only note the deficiencies I discovered. Throughout the circle, with the exception of a very few places only, the manner of teaching arithmetic is bad. I found very few boys indeed who could work out a sum with any neatness or method.

In geography too the teaching is weak, but in this subject I must make a special exception in favor of the Gurgaun district. In history the simplest outlines are learnt and nothing more; the bare facts related in the text-book are known, but no oral explanations seem to have been given in addition.

The annexed table gives the number of boys from the town and village schools of each district who passed in the three examinations :—

Districts.	Examination.						Total passed.
	Middle School.		Sadr.		Oral.		
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	
Dehlī	3	2	17	10	276	89	101
Gurgaun	4	3	30	25	308	171	199
Karnāl	4	...	14	10	252	99	109
Ambālā	6	5	79	46	567	379	430
Ludiānā	5	4	79	42	498	139	185
Simlā	...	...	...	...	...	...	...
Hissār	...	...	12	7	86	33	40
Rohtak	...	...	17	8	232	102	110
Sirsā	...	...	5	5	63	9	14
Total	22	14	253	153	2,282	1,021	1,188

C.—Village Schools.

66. The following statement will give the number of village schools, and the number of pupils in each district :—

General statistics of village schools.

District.	Number of village schools.			Number of pupils.
	Govt.	Aided.	Total.	
Dehlī	35	...	35	1,130
Gurgaun	46	1	47	1,398
Karnāl	50	...	50	946
Ambālā	68	...	68	2,866
Ludiānā	46	...	46	1,054
Simlā	3	...	3	126
Hissār	16	...	16	573
Rohtak	31	...	31	1,069
Sirsā	10	...	10	525
Total	305	1	306	9,687

The number of boys now attending the village schools is less by 674 than it was last year, giving a decrease of over 6 per cent. This is very unsatisfactory, and needs explanation.* In the Rohtak and Karnāl districts, where this falling-off is greatest, I attribute it entirely to the neglect of the chief muharrirs; in the Ludiānā, Ambālā, and Gurgaun districts, where the decrease also appears considerable, I believe it to be rather nominal than real, the registers having been in these districts much more carefully looked after, and consequently more faithfully kept than hitherto. In the Hissār and Sirsā districts the decrease is small, and in Dehlī and Simlā there is a satisfactory increase in the number.

* The decrease is in the lowest class, in which the boys are learning the alphabet. The aggregate number of boys throughout the circle in classes above the lowest has risen. In Rohtak, however, where the chief muharrir is very inefficient, all the classes have fallen off. In Gurgaun, where the schools have much improved, there is a large decrease of numbers in the lowest class, whilst the number of boys in the other classes has increased. No doubt the registers are much more accurately kept since the appointment of a Deputy Inspector :—W. R. M. H., *D. P. I.*

67. Annexed is a comparative statement of expenditure incurred in village schools, and of fees realized :—

	1869-70.	1870-71.
Expenditure	43,687 15 9	46,936 3 2
Fees	661 1 0	946 10 0

Results of examinations.

68. Most of the village schools having no upper classes sent in no boys to the middle school and sadr examinations; there were however a few exceptions.

The instruction imparted in the village schools is very inferior, and the deficiencies in teaching, which I have pointed out above in the case of town schools, are still more plainly visible in village schools.

D.—Female Schools.

General statistics of female schools.

69. There are 52 female schools in the Ambālā circle, distributed through the several districts as below :—

Districts.	Number of female schools.			Number of pupils.
	Govt.	Aided.	Total.	
Dehlī	10	...	10	158
Gurgaun	9	2	11	238
Karnāl	11	1	12	175
Ambālā	11	...	11	271
Ludiānā	1	...	1	22
Simlā	...	...	...	...
Hissār	...	1	1	15
Rohtak	1	1	2	30
Sirsā	4	...	4	126
Total	47	5	52	1,035

Results of examination.

70. A large proportion of the female schools in each district, except that of Ambālā, have been examined. I cannot look upon the results of our examinations as very satisfactory generally—though I certainly did find a few schools in which some work had been done. Of these, I shall speak particularly under the heading of the districts to which they belong.

Town schools

71. *Dehlī District.*—There are in this district four town schools having an average daily attendance of 285 boys.

Najafgarh town school.

Two candidates from this school presented themselves at the middle school examination, both passed.

At the sadr examination there were 5 boys, one passed in the 2nd grade, and one in the 3rd; the rest failed.

At the oral examination there were 10 boys in the Persian classes, and 16 in the Nāgrī classes; in the former 5 passed in all subjects, and in the latter 4.

Arab Sarāi town school.

No candidates for the middle school examination.

At the sadr examination two candidates—both passed in the 3rd grade.

At the oral examination out of 10 candidates, 2 passed in all subjects. The classes here are bad in geography and arithmetic.

One candidate for the middle school examination—he failed in mathematics.

Balabgarh town school.

At the sadr examination 2 boys out of 6 passed in the 3rd grade. At the oral examination out of 16 boys of the Persian classes, 3 passed; and out of 9 boys of the Nāgrī classes, 5 passed.

The 4th class, Persian, is very good in arithmetic and history, but weak in geography and grammar.

The 5th and 6th classes, Persian, are below the standard. The 3rd class, Nāgrī, is very bad in geography.

Faridābād town school.

No candidates for the middle school examination: of the three boys who were present at the sadr examination, one passed 2nd grade, and two 3rd grade.

At the oral examination, 5 passed out of 18 in the Persian classes, and 2 out of 3 in the Nāgrī class. I found 4th class, Persian, fair in all subjects, except arithmetic, which was *very bad* indeed. The 5th and 6th classes were also weak in arithmetic. The 3rd class, Nāgrī, was good in all subjects.

Village schools.

72. There are 35 village schools in the Dehlī district—the same number as last year. They contain in all 1,130 pupils, with an average attendance of 968.

Sunpat village school.

One boy from the Sunpat school appeared at the sadr examination and passed in the 3rd grade.

160 boys of the 4th, 5th and 6th Persian classes, and 116 of the corresponding Nāgrī classes, attended my oral examinations.—Of the former 59, and of the latter 30, passed in all subjects. The best village schools in this district are those at Sunpat, Nangloī-Jatān (Nāgrī) and 'Alīganj.

Female schools.

73. Of the female schools of the Dehlī district, that at Nizāmuddīn, under the care of Mirzā Ilāhī Bakhsh, is one of the best. I found 16 girls out of 22 present; 5 of these could read the Gulistān and Inshā-i-Urdū, but failed badly in writing easy Urdū sentences from dictation. They have, I think, been pushed on too fast, and are not well grounded. There is also a very fair school at Balabgarh. The schools in the city of Dehlī are four in number; they educate 58 girls at a high monthly cost. Since seeing them I have visited the female schools of the S. P. G. Mission at Dehlī, and it is almost impossible to believe how great a difference there is between them. I am of opinion that if the Mission will take over the Government female schools in Dehlī, and amalgamate them with their own in consideration of an increased grant, it will without doubt be the wisest course to hand them over at once. In their present circumstances I look upon them as simply useless.

Average attendance in vernacular schools of Dehlī district

74. The average attendance in each description of schools in the Dehlī district has fallen off, more especially in town schools, in which there has been a decrease of 10 per cent. On this subject the Deputy Commissioner remarks: "Whether the falling-off is real or nominal, owing to increased accuracy in the preparation of registers, I am not at present prepared to say. Efforts will be made through Tahsīldārs and the Chief Muharrir to increase the average attendance."

Town schools.

75. *Gurgaun District.*—The four town schools in the Gurgaun district are maintained on the grant-in-aid principle and have an average attendance of 381.

Sohnā town school.

No candidates appeared at the middle school examination.

At the sadr examination there were 8 candidates, 6 passed in the 3rd grade.

At the oral examination there were 10 boys in the Persian classes, 8 passed in all subjects. This school is doing well, and the Teacher, Pandit Gobind Jīwan, deserves credit.

Two candidates appeared at the middle school examination—both passed.

Palwal town school.

At the sadr examination there were 5 candidates, all passed, three in the 2nd and two in the 3rd grade.

At the oral examination there were 23 boys of the Persian classes, and 7 of the Nāgrī; of the former 15 passed in all subjects, and of the latter 6. This school has also three branches, from one of which 5 boys came to my oral examination, and 1 passed.

No candidates at the middle school examination.

Farrukhnagar town school.

At the sadr examination there were two candidates—one pased in the 2nd and the other in the 3rd grade.

At the oral examination, 21 boys of the Persian classes, and 2 of the Nāgrī, were present. Of the former 8 passed, and of the latter both.

The school generally did badly in geography.

Two candidates for the middle school examination—one passed.

Ferozepur town school.

At the sadr examination there were 6 candidates—1 passed in 2nd grade, and 5 in the 3rd.

At the oral examination there were 18 boys of the Persian classes, 5 passed in all subjects.

This school did badly—the failures being principally in grammar, history, and geography.

Village schools.

76. There are 46 Government village schools in the Gurgaun district, and 1 aided village school. They contain in all 1,398 pupils.

Four of these schools sent nine candidates to the sadr examination, and six passed. At my oral examination 226 boys of the 4th, 5th, and 6th classes (Persian), and 82 of the 1st, 2nd, and 3rd classes (Nāgrī), presented themselves. Of the former 111, and of the latter 60, passed in all subjects. Collating the results of the examination, I think the progress of vernacular education in the Gurgaun district is very satisfactory.

Female schools.

77. Of the 11 female schools in the Gurgaun district, 2 are maintained on the grant-in-aid principle.

Farrukhnagar schools.

There are three girls' schools at Farrukhnagar—one of these, called the Dehlī gate school, is in very fair condition, the other two are useless.

Pallā school.

There is a very good female school at a little village called Pallā, about 2 miles from Nuh. I saw the school and examined the classes on two occasions during last cold weather. On my first visit in November, though the school had been opened but a few months, I found that several of the girls could read very fairly. On my next visit in February, I noticed that considerable progress had been made. Pallā is a village inhabited by a very respectable class of people, a large proportion being the families of persons in Government employ.

The establishment of this school was a purely spontaneous effort, and great interest is taken in it by the head men of the village.

The teacher they have appointed is the widow of a clerk, I believe, in the Customs department. I examined her in reading and writing, and found her very proficient She could read with ease a book she had not seen before.

Rewārī school.

In the Rewārī school, I found 21 girls present out of 25—three or four of them could read very fairly.

Palwal school.

The school at Palwal is a useless one, and might with advantage be closed.

78. The examination of the Gurgaun district gave me greater satisfaction than that of any district I have seen.

General progress of schools in the Gurgaun district.

The Deputy Inspector, Munshī Baldeo Sāhāi, has spared no pains with his schools. Being a man of good attainments and training himself, he takes great trouble in trying to explain to teachers the proper method of instruction. The state of the schools in this district was, a few years ago, considered almost hopeless; now I have little hesitation in saying that no district in this circle has better schools. Since the appointment of the present Deputy Inspector, there has been an improvement in the instruction given in all subjects, more especially in geography, which in most places is very badly taught. He is a man of great activity and energy, and I was well pleased with the arrangements he made for my examinations, and I particularly noticed that the boys in this district were more orderly and more easily kept quiet than they generally are when collected together in large numbers. Munshī Baldeo Sāhāi deserves great credit, and some substantial mark of favor.

79. *Karnāl district.*—In this district there are three Government town schools with an average attendance of 462.

Town schools.

No candidates were sent to the middle school examination.

Pānīpat town school.

At the sadr examination there were 3 candidates—all passed, 2 in the 2nd grade and 1 in the 3rd.

At the oral examination there were 21 boys in the Persian classes, of whom 16 passed in all subjects. The school has also three branches, from which 30 candidates came to my oral examination, 8 passed. One of these branch schools, called the Afghān branch, is rather a rival than a feeder to the main school, and has a 4th class. I do not think this should be, and have recommended that all boys who have completed the 6th class course should be drafted into the main school.

No candidates at the middle examination.

Pandrī town school.

At the sadr examination there were 3 candidates, 2 passed, both in the 3rd grade.

At the oral examination there were 25 boys of the Persian classes—12 passed in all subjects. The 6th class failed badly in grammar. The school is much in need of an Assistant Teacher.

Four candidates from this school were present at the middle school examination—all failed.

Kythal town school.

At the sadr examination there were 8 boys, 5 passed, all in the 3rd grade.

At my oral examination there were present 19 boys of the Persian classes, and 10 of the Nāgrī—of the former 3 passed, and of the latter *all.* I found the Persian classes very much inferior to the Nāgrī; in the former only 3 passed out of 19, and of these there were 2 boys who were reading in the Nāgrī department as well. The Persian Teacher has no doubt neglected his duty, his boys were very weak in grammar, arithmetic, history, and geography. Pandit Narāin Dās, the Nāgrī Teacher, has done his work well.

There are four branch schools attached to this town school—three of them attended my examination. The Josyān and the Qānūngoyān branches did well—the Qāziān branch badly.

80. There are 50 village schools in the Karnāl district, containing 946 boys, of whom 813 on the average attend daily.

Village schools.

No boys of these schools came into the middle school or sadr examination. 215 boys of the 4th, 5th, and 6th Persian classes, and 37 of the corresponding Nāgrī, were examined orally—99 of the former and 18 of the latter passed in all subjects.

I do not consider the village schools in this district to be in at all a satisfactory condition. I have recommended to the Deputy Commissioner that ten of these schools, in which the attendance is merely nominal, should be closed, and others opened in more eligible localities.

The teachers, too, in these schools are an inferior set of men; some of them quite incompetent and fit only to be removed at once.

Female schools.

81. There are 11 Government female schools, and 2 Aided; anone of these are of much use. The school at Karnāl is scarcely worth keeping up; I found 5 girls present out of 9 on the register. The Pandrī school is about the best of them all—there are 17 names on the register. The two Aided schools at Kythal contain 44 girls—in each of these I found but one or two girls who could read. They showed some good specimens of needle-work. On the whole, the female schools of this district are in a most unsatisfactory state and require the strictest supervision.

The Tahsīldārs of the Karnāl district.

82. It would be well if the Tahsīldārs of the Karnāl district were stirred up to greater activity in the cause of education. I believe they do visit the schools when they happen to come across them, but seldom, if ever, examine the pupils, or show any interest in the work done. It would be a very material assistance to the Chief Muharrir if, during his inspection of each Tahsīl, he were accompanied by the Tahsīldār or the Nāib-Tahsīldār. This would probably be impracticable on each occasion of inspection, but once at least in the year the two officers might see each Tahsīl together; the exertions of the Chief Muharrir would be greatly supported by the authority of the Tahsīldār.

Town schools.

83. *Ambālā district.*—The eight Government town schools of the Ambālā district have an average daily attendance of 744 boys.

Shāhābād town school.

One candidate appeared at the middle school examination, he failed in mathematics.

At the sadr examination there were 4 candidates, one passed in the 2nd grade, and 3 in the 3rd.

At the oral examination 33 boys were present, 27 passed in all subjects.

No candidates at the middle school examination.

Thanesar town school.

At the sadr examination there were 4 candidates, 3 passed, all in the 3rd grade.

At the oral examination 16 boys of the Persian classes were present, and 6 of the Nāgrī—of the former 13 passed, and of the latter 5.

The Persian classes are weak in arithmetic.

No candidates at the middle school examination.

Burīa town school.

At the sadr examination there were 13 candidates, 7 passed, all in the 3rd grade.

At the oral examination there were 9 present, only 1 boy passed. The school has fallen off since it has been in the charge of the present teacher who is reported to be "careless, litigious, and independent."

Sadhaura town school.

Three candidates appeared at the middle school examination, they all failed disgracefully, on the average in three subjects each.

At the sadr examination there were 4 candidates, 2 passed in the 3rd grade.

At the oral examination there were 34 boys of whom 22 passed.

Though the Teacher, Qalandar 'Alī, is spoken of as a well qualified teacher, popular and attentive to his work, the results of the examination are unsatisfactory.

No candidates at the middle school examination.

Manī Mājrā town school.

At the sadr examination out of 5 candidates, 3 passed—1 in the 2nd, and 2 in the 3rd grade.

At the oral examination there were 14 boys, all passed.

No candidates for middle school examination.

Murandāh town school.

At the sadr examination there were 3 candidates, 1 passed in 2nd grade, and 2 in the 3rd.

At the oral examination 9 passed out of 14.

No candidates for middle school examination.

Bharāli town school

At the sadr examination 4 candidates appeared, 2 passed in 2nd grade, and 2 in 3rd.

At the oral examination 15 passed out of 16.

Teacher's work very satisfactory.

No candidates for middle school examination.

Bilāl town school.

At the sadr examination 4 candidates, 1 passed in the 3rd grade.

At the oral examination 8 passed out of 13. The 6th class is not satisfactory.

Village schools.

84. There are 67 village schools in the Ambālā district, educating 2,866 boys, with an average daily attendance of 2,424.

The village school at Pihowā sent two candidates to the middle school examination and both passed. Twenty village schools sent in 52 boys to the sadr examination, 32 passed.

At the oral examinations 537 boys of the 4th, 5th, and 6th classes (Persian), and 30 of the 1st, 2nd, and 3rd classes (Nāgrī) presented themselves. Of the former 361, and of the latter 18, passed in all subjects.

The village schools at Bilāspur, Pihowā and Lādwā fulfil all the conditions required of a town school, but have not yet been raised to that grade.

Female schools.

85. There are 11 Government female schools in the Ambālā district, with an average attendance of 242. These schools are under the superintendence of a District Sub-Inspectress, and not open to our inspection. The Deputy Commissioner has given no information concerning them in his report.

General remarks on the vernacular schools of the Ambālā district.

86. In the oral examination of these schools, a large number of failures took place in grammar, geography, and history. Many schools showed a very imperfect knowledge of the simpler rules of arithmetic, though they worked sums in the higher rules much better. The Tahsīls of Kharrar and Pīplī have the largest number of schools, doing satisfactorily. I may here remark that the Tahsīldār of Kharrar has been active in visiting his schools.

Town schools.

87. *Ludiānā district.*—There are 7 town schools in the Ludiānā district, with an average attendance of 605 boys.

Jagraun town school.

This school sent in no candidates for the middle school examination ; 14 boys came to the sadr examination, and 9 passed in the 3rd grade.

At the oral examination, 30 boys were present, 16 passed in all subjects. This is the best school in the district, and the Teacher, Dunī Chand, an ex-student of the school, is deserving of special commendation.

Rāikot town school.

Both the candidates from the Rāikot school passed the middle school examination.

Three boys came to the sadr examination, all passed in the 3rd grade.

Only 2 out of 28 boys passed in all subjects at the oral examination. Considering the success of this school in the two higher examinations, the lower classes must have been sadly neglected to pass so badly as they have done.

Gujarwāl town school.

No boys went to the middle school examination.

Two boys present at the sadr examination, one passed in the 3rd grade.

Seven boys out of 17 present, passed in all subjects at the oral examination.

Dharru town school.

No candidates at the middle school examination.

Three out of 7 boys passed in the 3rd grade at the sadr examination, and 1 out of 16 in all subjects at the oral examination.

These results are bad, and the state of the school is unsatisfactory.

No candidates came to the middle school examination.

Rāipur town school.

One candidate at the sadr examination, he passed in the 3rd grade.

One hundred and thirty-nine boys out of 567 passed in all subjects at the oral examination.

Khannā town school.

There was one candidate from the Khannā school at the middle school examination; passed.

At the sadr examination 15 boys were present, 3 passed.

The school is in a bad condition.

Māchhīwārā town school.

The single boy from this school passed the middle school examination; 2 out of 4 passed in the 3rd grade at the sadr examination.

Twenty-four boys were examined orally, 3 only passed.

The lower classes are very badly taught. The present Teacher has lately joined and is not to blame for the condition of the school. The Chief Muharrir reports that a great improvement is already visible since his appointment.

Village schools.

88. There are 46 Government village schools in the Ludiānā district, with an average daily attendance of 928 boys.

One boy from the Jaspāl Bāngar school went in for the middle school examination and failed badly.

Out of 38 boys belonging to village schools who came to the sadr examination, 1 passed in the 2nd grade, and 16 in the 3rd. The best village schools in the district are those at Malaud and Sidhwān, and the schools at Rāhun, Lidhrān, Sawādī, Rasūlpur and Hattur are also in fair condition. The rest of the schools are very much below the standard.

Female school.

Deputy Commissioner's remarks on female schools.

89. There is only one girls' school in the Ludiānā district, it has not been inspected, but the Deputy Commissioner remarks in these words: "In 1868-69, 13 schools of this description existed. In February 1869, 12 of these schools were abolished. The remaining school still exists at Tīharā on the border of the Ferozepur district. The girls are all Muhammadans. The attendance was 22 in 1870-71 to 21 in 1869-70. The Teacher receives Rs. 7 a month, and his wife teaches sewing. I have not visited this school, but the Chief Muharrir reports favorably of it."

Vernacular schools.

90. *Simlā district.*—There are no town and female schools in the Simlā district, and only three village schools. Two of these have been examined.

Kālkā village school.

There are 60 names on the register of the Kālkā school—the highest class being the 6th. The results of the examination were inferior; little or nothing was known of arithmetic, grammar, or geography.

Kakkar Hattī village school.

This school is not flourishing. I visited it without giving previous notice and found only 3 boys present, the Teacher absent on leave, and his substitute absent without leave. There are now the names of 38 boys on the register, and the Assistant Inspector, when he examined the school later, found 17 present. I have recommended that the school be transferred to a more eligible locality. The zimīndārs of a village called Chausā, a few miles from Kakkar Hattī, are anxious to have it, and I believe will promise 50 or 60 boys. At all events it is doing no good in its present situation.

Hissār town school.

91. *Hissār district.*—There is one town school in the Hissār district, with an average daily attendance of 60 boys.

Four out of five candidates passed the sadr examination, two in the 2nd and two in the 3rd grade. At the oral examination there were 9 boys of the Persian, and 7 of the Nāgrī classes—2 of the former and 4 of the latter passed. All the classes of this school were found deficient in grammar.

92. There are 16 village schools, having an average attendance of 457; 5 boys from these schools came to the sadr examination, 3 passed.

Village schools.

At the oral examination 86 boys were present, 33 passed.

The schools at Barwālā and Tohānā have done well, but the Hānsī school has been neglected by the Teacher, Muhammad Sābir, who does not appear to be popular.

93. There is one female school at Hissār containing 15 girls. No progress is likely to be made unless a new Teacher is appointed—the present incumbent is too old and too ignorant to teach beyond the mere rudiments of Nāgrī.

Female school.

94. *Rohtak district.*—There are 3 town schools in the Rohtak district, with an average attendance of 283.

Town schools.

At the sadr examination there were 2 candidates from this school, 1 passed in the 2nd grade.

Bahādargarh town school.

At the oral examination there were 10 boys of the Persian classes, and 18 of the Nāgrī—3 of the former and 14 of the latter passed in all subjects. I found a considerable difference between the Persian and Nāgrī classes—the latter being vastly superior.

With one or two exceptions all the boys did well in arithmetic.

At the sadr examination there were 5 candidates, 2 passed in the 3rd grade.

Gohānā town school.

At the oral examination there were 18 boys of the Persian, and 7 of the Nāgrī classes—of the former 9 and of the latter 3 passed in all subjects.

A large number of failures in arithmetic. Though this school contains over a hundred boys, it sent up only 5 candidates for admission to the English school. The Persian and Nāgrī teachers evidently do *not* encourage their boys to learn English.

At the sadr examination there were 3 candidates, 1 passed in 3rd grade.

Mahem town school.

At the oral examination 18 boys of the Persian classes, and 3 of the Nāgrī, were present—of the former 5, of the latter 1, passed in all subjects.

95. There are 31 village schools in the Rohtak district, with an average attendance of 851.

Village schools.

Four boys passed the sadr examination out of six candidates from these schools.

Two hundred and thirty-two boys were present at the oral examination, 102 passed.

96. Of the two girls' schools in this district I have seen one, the Grant-in-aid school at Bahādargarh. I found 21 girls on the register, and they seem to me to be making fair progress. They have commenced a little Persian and could write an easy Urdū sentence from dictation. They also knew a little geography, could point out the principal places on the map of the Panjāb, and knew the names of the tahsīls in each district, and the districts in each division.

Female schools.

97. General progress made by the vernacular schools of the Rohtak district is far from satisfactory.

General remarks on vernacular schools, Rohtak district.

In both town and village schools there has been a decrease in numbers and average attendance.

In village schools the falling-off has been so large as 122 in the aggregate number, and 146 in the average attendance.

The Deputy Commissioner says that this decrease is to be accounted for by a large number of boys having been struck off the rolls on account of irregular attendance. I cannot quite look upon this as a sufficient cause, but am rather inclined to attribute the blame to an inactive Chief Muharrir. Should I be confirmed in my opinion by the results of another year, I shall certainly recommend the dismissal of this man.

98. *Sirsā district.*—The only town school of this district is at Sirsā, it contains 168 boys, and has an average attendance of 108.

Sirsā town school.

At the sadr examination both the candidates from this school passed, but at the oral examination only 1 passed out of 21 boys.

99. There are 10 village schools in the Sirsā district, with an average daily attendance of 369 boys.

Village schools.

Two boys from the Fāzilkā school and one from Sahūwālā came up to the sadr examination, and passed. At the oral examinations the results were not so good, 8 passed out of 54 belonging to the Persian classes, and only 1 out of 9 of the Nāgrī classes.

100. Of the 4 female schools, the two at Sirsā are supported by the Municipality on the Grant-in-aid principle—the other two are Government schools. The former have been inspected. In the Muhammadan school there are 32 girls, all but 2 in the lowest class. In the Hindū school all the children, 25 in number, are beginners, learning Gurmukhī. This school was closed last year on account of the famine and sickness, and re-opened only a few months ago. The progress in both schools has been satisfactory.

Female schools.

Of the two Government female schools, the Deputy Commissioner writes as follows :—

"Besides the two female schools of the Sirsā Municipality, adverted to before, there are two other Vernacular female schools maintained from the educational cess fund. In the Rānia school 40 girls learn Urdū; and the other school, established at Sikandarpur from 1st December 1870, has been able to secure an attendance of 32 girls at the close of the year.

"Rupees 75 on account of pay of teachers were received from the educational cess fund; and Rs. 10 on account of prizes were paid by the leading inhabitants of Rānia.

"Both these items were defrayed towards the purposes for which they were received."

E.—Government Jail Schools.

101. There are 7 jail schools in the Ambālā circle.

Eighty-two prisoners attend the jail school at Dehlī, of these 55 were present at my examination.

Dehlī jail school.

Twenty-seven were reading Urdū, of these 10 were fairly advanced and read well, the rest were beginners.

In the Nāgrī classes 28 were present, 4 reading Bālupdesh, the rest learning their letters; 8 men could work a simple addition sum, and 2 or 3 could write an easy dictation pretty correctly. Maps have been supplied to the school, and I think a little geography might have been taught. The Teacher seems to have taken more pains with the Urdū than with the Nāgrī classes—some men in the latter, who had been learning for three or four months, knew no more than the first five letters of the Nāgrī alphabet. Otherwise, I am of opinion that Baldeo Sahāi has done his work fairly.

I found 47 prisoners in the school-room, 3 men could read the 2nd Urdū book well, and knew something of the map of the Panjāb, pointing out the chief cities and rivers with facility; they also wrote an easy piece of dictation very well, and two out of the three worked a multiplication sum correctly. Seven men formed a class reading the 1st Urdū book, of which they had completed 12 pages—one or two of these could write wery simple sentences from dictation, and knew figures up to a thousand. Of the rest, 34 were beginners, a few of whom could spell out words of two letters, but the greater portion of them knew merely the alphabet.

Karnāl jail school.

Three men were learning Nāgrī, two of them could read, and the third was just commencing to learn the letters. With so many beginners I think it would be an advantage if the teacher were provided with a black board on which he might teach the letters.

There are 227 prisoners under instruction in the Ambālā jail school, of these 104 learn to read Persian and Urdū, and 123 Hindī.

Ambālā jail school.

Three men in the highest class of the Urdū department read the Gulistān, they translated very fairly, and did a sum in simple division and an Urdū dictation correctly. The men in the Hindī department are not on the whole so far advanced nor so well taught as those in the Urdū department. There is in each department a very large number of beginners, this is, perhaps, unavoidable, as I find it to be the case in every jail school in this circle.

Ropar jail school.

Eighty-three prisoners present out of 93 on the rolls of the school. The several classes read fairly, and a few of the men could write from dictation; the Urdū classes seem to have made better progress than those of the Hindī department. The present Teacher has been only a short time in charge of the school, and has done well. He is assisted by an intelligent Pārsī prisoner who knows English.

Ludiānā jail school.

The highest class in the Ludiānā jail school is the 6th. The 2 men in it could read and write, and knew a little arithmetic. Twenty out of the 28 prisoners present were mere beginners, learning the alphabet, but even of that most of them knew but one or two letters.

Hissār Jail school.

In this school 59 prisoners are receiving instruction, 13 in 7th and 8th classes Urdū, and 46 in 4th and 5th classes Nāgrī; the Teacher seems to have taken great pains in instructing them, and is deserving of reward, his pay is only Rs. 10 per mensem, whereas the Sirsā man receives Rs. 20, and has not worked half as well.

Rohtak jail school.

Seventy-two prisoners were present in the jail school Rohtak when I visited it on the 23rd January.

In the Urdū classes there were 32 men; of these 3 men were reading the 2nd book, 7 the 1st book, and the rest learning the alphabet. Of the 3 more advanced men, 2 have been in the school for 2 years, and the third only since September last. They all failed badly in the attempt to write from dictation. The 2nd class of 7 who read the 1st book is not at all satisfactory, most of the men could with much difficulty spell out the words; and one or two who did read a little more fluently evidently did so from memory and not from sight. One man in this class could do a simple addition sum, and the Teacher declares he knew nothing of arithmetic before he came to jail. Still he can give no reason why he has not taught arithmetic or even figures to any of the other more advanced men.

In the Nāgrī classes there were 40 men, 8 of these could read a little, and about 5 could write pretty correctly from dictation. The remaining 32, all learning their alphabet, were miserably bad, many of them being unable to point out a single letter.

As far as attainments go, there may be no doubt that the Teacher Jīa Lāl is quite up to the work required of him; I think, however, that the men have been carelessly taught, and that Jīa Lāl is an indolent man, and has neglected his work.

Sirsā jail school.

One hundred and eighteen prisoners receive instruction in this school, but they are neither classified nor taught from any particular book; 64 learn Urdū and 54 Nāgrī. The Teacher was directed to form classes and teach only those books prescribed for each class.

SECTION III.—AIDED INSTITUTIONS.

A.—Aided Colleges.

102. There are no aided colleges in the Ambālā circle.

B.—Schools for European and Eurasian Children.

103. There are two schools of this description, one of the higher class, viz., the Bishop Cotton school for boys, and one of the middle class, the Panjāb girls' school, both at Simlā. I must ask to be allowed to postpone my account of these schools for a short time, and to append it as a postscript to this report. I will briefly explain why I consider it most advisable to fix the time of my examination of these schools as late in the year as possible. Though the term is supposed to commence in February, still a large proportion of the boys and girls do not return to school till towards the middle of March. This must necessarily disorganize the classes, and time must be allowed for them to be put into some

kind of order. To examine them in April, as would be necessary in order that a report of them be inserted here, would, in my opinion, be not only unfair to the schools, but simply useless. I should have great hesitation in commending or condemning a school on the work of a few weeks. This year I shall hold the examination at the end of June, but I beg to propose that for future years September be fixed for the inspection of these schools.

C.—Higher Class Schools for Natives.

104. There are 4 schools of this class in the Ambālā circle. The following statement gives the number of pupils in each school :—

Name of school.	Number of pupils.	
	1869-70.	1870-71.
S. P. G. Mission school, Dehlī	274	154
Ambālā City Mission school	138	224
Ludiānā Mission school	286	276
High Vernacular school, Ludiānā	58	112
Total	756	766

The S. P. G. Mission school, Dehlī.

105. The S. P. G. Mission school (St. Stephen's college) at Dehlī, under the superintendence of the Reverend J. H. Crawfoot, M. A., consists of a main school and four lower class branch schools. In the former there are 154 boys, and in the latter 378. There is an apparent decrease in the number of boys attending the main school, and this requires a word of explanation. It should be borne in mind that in last year's figures are included the boys of the lower school who are now reckoned in the branch schools. The total numbers under instruction in main school and branches at the close of 1869-70 and 1870-71 are respectively 524 and 532, so that there is in reality a slight increase.

Expenditure and fees.

The expenditure on the main school is Rs. 4,468-15-0 from private sources, Rs. 475-11-6 from fees, and Rs. 3,600 from grant-in-aid—making a total of Rs. 8,544-10-6. The branch schools receive a grant of Rs. 1,480, together with Rs. 209-4-0 from fees, and Rs. 1,506-3-9 from private sources. The rate of schooling fee in the main school is 4 annas, and in the branches 2 annas.

The services of the Manager who teaches three hours daily, and has the general superintendence of the institution, are estimated at Rs. 180 per mensem; those of the Missionary, the Reverend Tārāchand, who works in the school two hours a day, at Rs. 150 a month.

Staff of teachers.

Master Chandū Lāl, the energetic Head Master, who has worked in the St. Stephen's college with so much usefulness for many years, has lately taken a more lucrative appointment in the Commissioner's office at Dehlī, and Jānkī Nāth, an ex-student of the Dehlī college, has succeeded in his place.

Mr. Crawfoot, the Principal, devotes 3 hours a day to tuition, and has not now any European Assistants.

Six boys from St. Stephen's passed the Calcutta university entrance examination, and are now studying in the Dehlī college. In the middle school examination, two boys passed out of six who went in. I held the lower school examination, but only one boy succeeded in passing. I may remark that the Manager does not consider the results of the middle and lower school examinations of any importance, and is entirely regardless of them in making his promotions to the higher departments. It would no doubt be an advantage in many ways to assimilate this institution to a higher class zil' school; still, as the scheme of studies adopted both in the middle and lower departments varies from that prescribed for Government schools, and varies more especially in the lower schools where English is taught down to the lowest class, I do not think it is necessary to lay much stress on these examinations, or possible to abide by their results. My own *vivâ voce* examination of the upper and middle schools was on the whole satisfactory. The weak point in all the classes of the upper department was their history, but in English reading and translation they are fully equal to any school in the circle. The state of the middle school is not quite so satisfactory; the boys generally can read their books, but are backward in explaining.

The school-building is commodious and in good order, the books required under the Grant-in-aid rules are properly kept up.

Ambālā city Mission school: number of boys.

106. The American Presbyterian Mission school in the city of Ambālā contains in all 407 boys, 224 of these are being educated in the main school, and 183 in its two branches.

Expenditure and fees.

In the main school Rs. 1,590-11-5 are paid from private sources, Rs. 222-13-2 from fees, and Rs. 1,792 from grant-in-aid—making a total of Rs. 3,605-8-7. In the branches Government contributes Rs. 358.

Staff of teachers.

The schools are under the superintendence of Reverend Dr. Morrison, who devotes 4 hours a day to teaching.

This school ranks as of the higher class, but I should point out that at the end of October last when it was inspected there were but 2 boys in the upper department. Whether the number has since increased or not, I am not aware. All the books required are properly kept up.

Results of examination.

Three boys went in for the middle school examination, 1 was successful; 5 boys passed the lower school examination. The oral examination of the school, by Mr. Mackintosh, proved a satisfactory one. Some of the classes were deficient in arithmetic and geography. The standard of instruction in Persian is very low, and might with advantage be raised. If more attention were paid to this subject it would be impossible for any rival school long to exist in competition with the Ambālā city Mission school.

Ludiānā Mission school.

107. The American Presbyterian Mission school at Ludiānā is under the superintendence of Reverend Mr. Bergen, and contains 276 boys, in fourteen classes. This gives an average of about 20 boys in each class, but it is, I am told, the Superintendent's intention to reduce the number of classes and introduce the system adopted in Government schools—of an upper, a middle, and a lower department. This will be effected gradually.

Expenditure.

The expenditure on the main school is Rs 4,913-12-3, of which Government pays Rs. 2,100. There are also 3 branch schools attached to the main school, and maintained at a cost to Government of Rs. 300. There are 112 boys reading in these branches.

Results of examination.

I examined the classes of the main school on the 24th, 25th, and 26th of November last. The boys of the 1st class were on the point of starting for Lahore for the Calcutta university entrance examination, and were not in attendance during the days of my inspection. One boy succeeded in passing, and is reading in the Lahore Government college.

Both the candidates who came up to the middle school examination failed.

I was pleased with my *vivâ voce* examination of the classes, the upper ones read and explained very well and answered questions in English grammar very intelligently. The lower classes were generally rather weak in history and geography.

High Vernacular school, Ludiānā.

108. This school was last year returned as of the middle class, it has now been raised to the higher class.

It contains 112 boys, who, having received instruction in the Vernacular schools of the Ludiānā district, have passed the middle school or sadr examination. The instruction imparted in this school is of a higher standard, and boys will be prepared for the entrance examination of the Lahore university college.

The total expenditure in the school is Rs. 1,444-7-9, of which sum Rs. 738-5-9 are paid from private sources, Rs. 699-4-0 from Government grant, and Rs. 6-14-0 are realized as fees.

D.—Middle Class Schools for Natives.

Aided middle schools of the Ambālā district.

109. At the close of last year there were three Aided schools of the middle class in the Ambālā district; from one of them, the Ambālā school, the grant was withdrawn from 1st May 1870.

Ambālā cantonment Mission school.

110. The Ambālā cantonment Mission school contains 123 boys, and is supported at a cost of Rs. 960 from Government, and Rs. 1,038-3-7 from fees and private sources. Attached to it is a branch school educating 113 boys. The classes have on the whole made fair progress in English reading and writing, but are very deficient in arithmetic and Urdū dictation. None passed in either the middle or the lower school examination.

Burla middle school.

111. This school contained at the time of inspection (November 1870) a first class of six boys, five of whom went up to the middle school examination, two passed, and entered the Dehlī zil' school. Mr. Mackintosh, the late Assistant Inspector, examined the classes, but was unable to hold the lower school examination owing to the boys being very backward in arithmetic. A new Head Master, Mr. Cullen, has lately been appointed to this school, and his attention has been called to Director's Circular on the subject of the lower school examination.

Aided middle schools, Simlā district.

112. The Aided middle schools in the Simlā district are the American Presbyterian Mission school at Sabāthū, and the Anglo-Vernacular school (commonly called Colonel Young's school) at Kasaulī.

Native school, Sanāwar.

There is also the Native school at Sanāwar which is entered in the returns as a school of the lower class. English is, however, taught, and the scheme of studies of the middle department is adopted in the upper classes. I beg to repeat the recommendation made by my predecessor last year, that this school be reduced to the lower grade, and that instruction in English cease. The Teacher, Achhrū Mal, is employed for a greater portion of the day in the boys' school of the Lawrence Asylum, and can devote but a very short time to the Native school; the English classes are therefore neglected, and might with advantage be transferred to Colonel Young's school at Kasaulī, to which for the future the Sanāwar school might serve as a feeder.

On my visit of inspection I found 19 boys present, the highest class being the 3rd of the middle school.

The English subjects have not been well taught, nor can I say that the Persian teacher has taken much pains with the boys except perhaps with the highest class, in which I found a better knowledge of Persian and geography than of any other subject.

The expenditure on the school is at present very high, the English Teacher receives Rs. 30, the Persian Teacher Rs. 20, and a Monitor Rs. 6. A considerable reduction will be made if my recommendation to reduce the school be carried out.

Colonel Young's school, Kasaulī.

113. This Aided school contains 40 boys, 15 in the 3rd and 4th classes of the middle department learning English, and the rest in the three classes of the lower school. These five classes are taught by one Teacher, and it is impossible that the work can be done with any degree of efficiency. The man has a great deal too much to do, and should have an Assistant. He seems to have adopted no methodical system of teaching, nor could I discover how much time he devoted to each class, as he had no time-tables of the work. The English examination was very inferior, but the Persian and arithmetic were in a still worse condition. I should recommend the appointment of a better man as Head Teacher, and the present man might be retained as the Assistant.

Mission school, Sabāthū.

114. There are 41 boys in the American Presbyterian Mission school at Sabāthū. In English the class books are the Christian Vernacular Education Society's series of readers. These books are much easier than the readers used in the Government schools, and this will, I think, account, in a great measure, for the failure of the school in the middle school examination.

Middle class Aided schools of the Dehlī district.

115. In the Dehlī district there are 6 Aided schools of the middle class, 3 of them in the city of Dehlī under the management of native gentlemen, and the other 3 in the district under the control of the Deputy Commissioner. I will proceed to give a brief account of these schools as seen on my visit of inspection

Charkhewālā school, Dehlī.

116. This school is under the management of Lālā Ishrī Parshād, a native gentleman of wealth and influence, who is most active in promoting the cause of education in the city, and spares neither time nor money. The number of boys in this school is 66—a considerable decrease having taken place during the

year. A Government grant of Rs. 684 is allowed, and the Manager subscribed Rs. 1,075. Rs. 264 were guaranteed as fees to make up the total expenditure, but I do not think that the amount promised has been realized. The deficiency has been made up by the Manager.

Results of examination.

This school has done remarkably well in the middle school examination, in which four boys who went up all passed. This result is very creditable to Bāsī Lāl, the Head Master. I am afraid, however, that he and his Assistants have expended their strength on the 1st class to the neglect of the rest of the school. My examination of the other classes was far from favorable; *as a Teacher* Bāsī Lāl is well fitted for his appointment, but the school, especially the boys of the lower classes, would do considerably better if there were an efficient Staff of Assistants. The 2nd English Teacher especially is not up to his work.

With regard to the books required to be kept up in Aided schools, I had occasion to censure the Head Master. The books were all there, but I found the most reprehensible carelessness in the manner in which they were kept up. In the admission book, for instance, though several boys had been admitted during the three months previous to my visit, which was paid on 18th January last, the latest entry was dated 30th September 1870. I would have gladly recommended Bāsī Lāl for some reward for the success of his boys in the middle school examination, but, owing to the neglectful manner in which he has managed the school, I am unable to do so.

Nīl-kā-katrā school, Dehlī.

117. Owing to the death of the Manager, Lālā Wazīr Singh, and the inability of his heir to continue the subscription, the Nīl-kā-katrā school was about to be closed. Another native gentleman has, however, volunteered to undertake the management. The school contains 100 boys, with an average daily attendance of 80. It receives a Government grant of Rs. 770, and Wazīr Singh subscribed Rs. 1,478. The collection of fees in this school has always been very satisfactory; Rs. 313-9 were realised during the past year.

Three out of four candidates passed the middle school examination. In my own oral examination of the classes I found that very fair progress had been made in all subjects; the upper classes were, however, a little weak in writing Urdū in the Roman character.

Anglo-Sanskrit school, Dehlī.

118. This school is under the charge of a Committee of subscribers, Lālā Ramī Mal being the principal member. Though there is a 1st class in the school, I found it backward in several subjects, and not fit to go in for the middle school examination. The other classes have made fair progress in all their English and Persian subjects. Pandit Kāshī Nāth has reported favorably of the examination in Sanskrit. The expenditure on the school is Rs. 4,218-9-5, of which Rs. 2,810-2-5 are private subscriptions. The amount of fees collected is still small; 142 boys attend the school, and the average number in daily attendance is 106.

The three Aided middle schools of Dehlī as well as the Aided branches of the zil' school will with your assent be placed for the future under the control of the Principal of the College. These schools require a much closer supervision and more frequent inspection than I am able to afford them.

Sunpat Aided school.

119. The English department of the Sunpat school is maintained on the Grant-in-aid principle. It contains the 2nd, 3rd, and 4th classes of the middle school; the single boy of the senior class has made fair progress in most subjects, but is not fit to go on with the reading of the 1st class; 9 candidates came up for admission, 8 of them passed the lower school examination, and were placed in the 4th class. Hazārī Lāl, the English Teacher, has worked well, and I have recommended him for an increase of pay.

Farīdābād Aided school.

120. I saw this school a second time during last cold weather in consequence of the very unsatisfactory condition in which I found it on my first visit. I had occasion to find fault more especially with the reading and translation of all the classes. In arithmetic, too, and in writing Urdū in the Roman character, great ignorance was displayed. This school like others of the same class suffers from an inefficient Head Teacher—the pay allowed is too small to secure the services of a good man. When I visited Farīdābād on the second occasion I found considerable improvement, still the pronunciation in English reading is as bad as I have heard in any school in the circle,

Arab Sarāi Aided school.

121. There are only 13 boys in this school. Two candidates appeared at the middle school examination and passed. The lower classes have been badly taught, and I do not consider the attainments of Pirbhū Dīāl, the

English Teacher, to be such as to qualify him for the charge of a middle school. He appears to me an indolent man, who takes no pains in getting up his work or in teaching his classes.

Four boys came up for admission into the English school, three passed the prescribed examination and were admitted.

Aided middle schools, Gurgaun district.

122. There are four Aided middle class schools in the Gurgaun district; three of these, viz., those at Palwal, Farrukhnagar, and Sonāh, are Vernacular schools, and have already been noticed under the heading of town schools in para. 77.

The fourth school is at Ferozepur Jhirkā, and contains 14 boys, in two classes, the 3rd and 4th. The English pronunciation is worse in this school than I have found it anywhere else in the Ambālā circle.

Nine boys passed the lower school examination, and were admitted into the 4th class.

I think Mūlchand, the English Teacher, is a painstaking man, yet for his salary, Rs. 40 a month, a much better qualified man might be obtained without any difficulty.

Aided middle schools, Karnāl district.

123. The two Aided middle schools in the Karnāl district are those at Kaithal and Pānīpat.

Kaithal English school.

The Kaithal school contained 21 boys, the 2nd class being the highest.

The examination was very satisfactory, especially of the senior class, the two boys in which read and translated exceedingly well. Both these boys are promoted to form a 1st class. I think that Manohar Lāl, the English Teacher, has done his work well.

Pānīpat English school.

124. The number on the rolls is 29. Of the 9 boys in the highest class, the 2nd, I considered 5 fit to be promoted. The English pronunciation of the 3rd and 4th classes was exceedingly bad. The lowest class here contains only 5 boys. I cannot look on this as a good sign for a school of this description. I am afraid that the Persian Teachers of the town school and its branches discourage their boys from beginning English.

Aided middle schools, Hissār district.

125. The two Aided middle schools of the Hissār district are at Hissār and Hānsī.

Hissār school.

In the Hissār school there are 18 boys learning English, 4 in the 2nd class, 5 in the 3rd, and 9 in the 4th. Only one boy of the 2nd class presented himself for examination, the other three being absent. The 3rd and 4th classes were backward in dictation.

Hānsī school.

126. The highest class in the Hānsī school is the 3rd, containing 6 boys, the remaining 13 boys are in the 4th class. Jagan Nāth, the English Master, has taught his classes with great care and patience, and is deserving of commendation.

Aided middle schools, Rohtak district.

Bahādargarh school.

127. The Bahādargarh Aided middle school has been sadly neglected, and I do not consider the English Teacher fit for the charge of it. I found the quantity of work done exceedingly small, and no pains taken with the classes. No boys in the 2nd and 3rd classes were fit for promotion.

Gohānā school.

128. There are only 15 names on the rolls of the Gohānā school. All the classes passed a fair examination. I think the quantity and quality of the work done are creditable to Kālī Rām, the English Teacher. The number of pupils ought, however, to be very considerably increased, as there is a large Vernacular school attached to the English school. The number of candidates for admission were this year only 5, of whom 2 failed in arithmetic, the other 3 were admitted.

Aided middle school, Sirsā.

129. The Sirsā school was visited by the Assistant Inspector, who has reported that he found the Vernacular studies of the school in a very disgraceful state, owing to the prescribed scheme not being carried out. I append the remarks of Mr. Melvill, the Deputy Commissioner of the district :—

"The only institution on the Grant-in-aid principle is an elementary English school at Sirsā. Attached to it is the Vernacular school at Sirsā, and both combined form the middle and lower school. The financial aspect of this Aided school is altogether separate.

"In the middle school there are 25 boys, who study both English and Vernacular, according to the curriculum. There is also an extra class of 8 boys, who only learn English. The progress of all the boys in English has been creditable, and Mr. Carbery, Assistant Inspector of Schools, Ambālā circle, who visited this school in February last, speaks favorably on the subject.

"Two boys, Purnu Chandar and Kewal Rām, passed the middle school examination held in November last. They were invited to join the upper school at Dehlī, but the scholarships which they were likely to have obtained were not considered by them adequate enough for their support, and they left the school in search of employment.

"The boys of this school are not up to the standard in the Vernacular studies. The fact is that the scholars of the Aided school, in which formerly only English was taught, chiefly formed the middle school, and under paras. 7 and 8 of Director of Public Instruction's Circular No. 64 dated 11th June 1868 no great stress was laid to the study of the Vernacular. I have, however, lately appointed a Committee of Management, under whose care I trust every endeavour will be made for the prosecution of Vernacular books up to the standard. Already the classes have been re-organized according to the capacity of the boys and their aptitude to study the books laid down in the curriculum."

General remarks on Aided middle schools.

130. There is not much to remark generally on the Aided middle schools. With some exceptions, notably among the Mission schools, this class of schools is not in a very satisfactory condition, the number of pupils in most of them is small, and the quality of teaching inferior.

E.—Lower Class Schools.

Most of the lower class schools already noticed.

131. The schools of the lower class in this circle form, for the most part, the lower departments of Zil' and Aided schools of the middle and higher classes, and have already been noticed as branches of these schools.

There are, however, eleven schools belonging to the Church Mission at Kotgarh which are entered as lower class schools. They are under the superintendence of the Reverend Mr. Rebsch, and contain 163 boys, with an average attendance of 160. These schools were visited by Mr. Mackintosh in the autumn of last year, and were favorably reported on. I have not been able as yet to see them myself.

F.—Female Schools.

Aided female schools.

132. There are in all 11 Aided female schools in the Ambālā circle—several of these have been reported on under the districts to which they belong, of the rest, the most noticeable are the S. P. G. Mission schools at Dehlī, and the American Presbyterian Mission school at Sabāthū.

S. P. G. Mission schools, Dehlī.

The S. P. G. Mission schools are four in number, containing 113 Muhammadan girls. The children were collected together under the care of Mrs. Winter and Miss Boyd at the Mission house for examination.

The girls of the 1st class read well, knew the map of Hindustān, wrote correctly from dictation, and worked a sum in multiplication. The 2nd and 3rd classes also did well—the latter consists principally of beginners learning the alphabet and a few who could read.

I have little hesitation in saying that there are no better schools in the circle ; they are under the management of Mrs. Winter, but are more immediately superintended by Miss Boyd, who visits them daily, and spents several hours in assisting both teachers and children.

To both these ladies the greatest credit is due for the very efficient state to which these schools have reached.

Female Mission school, Sabāthū.

The American Presbyterian Mission school at Sabāthū contains 21 girls, most of them are beginners, but there are a few who read and write Urdū both in the Roman and Persian characters, and also Hindī. Mrs. Janvier, the Superintendent, spares neither time nor trouble, and has evidently much influence with the children, who from the youngest upwards appear very fond of her.

Indigenous schools.

133. Of the indigenous schools in this circle I am unable to say much. Both myself and the Assistant Inspector have visited several in each of the districts, but very few have we found to be deserving of any consideration. There are one or two Hindī schools at Sunpat in the Dehlī district, which appeared to me somewhat superior to the ordinary run of these schools, and Mr. Mackintosh saw some Sanskrit schools at Thanesar and Pihowā which he considered to be promising.

SECTION IV.—INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

134. The Government Wards' Institute may, I think, be considered an institution for special education.

Government Wards' Institute, Ambāla.

I visited and examined the Wards' Institute at Ambālā in March last. There are now under instruction six young Sardārs, Wards of the Ambālā district, three from the Jalandhar district, two belonging to Maler Kotlāh and called Agency Wards, and two boys, extra pupils, who are the sons of men in good position. I happened to see this institution three years ago unofficially, since then the change which is visible in the demeanour and general bearing of the young Sardārs is most marked. Four of them have been in the institute since its foundation in 1868, and the difference between these and those more lately admitted is very remarkable.

One of the original Wards, Jai Singh of Manaulī, has, on attaining his majority, left the institute, and been invested with the powers of a Magistrate in his own Jāgīr.

On the day of my visit none of the Sardārs were present, the four young men of Maler Kotlāh having gone home on leave. The wards I examined may be classified as below :—

1st Class.....	Partāb Singh of Mānik Māzrā.....	Age	18	years.
	Faiz Muhammad Khān of Kotlāh.....	"	14	"
	Shib Narāin Singh of Parkhāli.....	"	13½	"
2nd Class....	Tārā Singh of Bharelī.....	"	12	"
	Narāin Singh of Mānik Māzrā.....	"	11	"
3rd Class...	Jīwan Singh of Shāhzādpur.....	"	11	"
	Harnām Singh of Morū.....	"	11	"
4th Class....	Jīt Singh of Maherū.....	"	13	"
	Rām Singh of Maherū.....	"	8	"

This classification is according to the progress made in English, several of the boys who are placed in a low class are more advanced in Persian and Urdū, and can read and write with facility.

The 3 boys of the 1st class were reading the 1st English book used in Government schools; they could read it with ease and explain any part they had studied very fairly; they could also write a piece of English dictation without serious mistakes. The eldest of the three, Partāb Singh, was certainly in reading and writing considerably inferior to the others, but he as well as the other two perfectly understood me speaking English to them, and answered in much better language than I expected to hear; their language was, I may say, that of persons with European ideas rather than native. This is no doubt the result of constant association with Europeans, and I imagine exactly the object desired. Of the remaining six boys, two learn the Tashīl-ul-kalām, and read Persian; two have completed the English primer, and two, who had only entered a few days before my examination, were beginning the alphabet.

Most of these, as well as the boys of the 1st class, had made fair progress in arithmetic, and could write simple Urdū.

In athletic sports of all kinds, in which they apparently take the greatest interest, their success is simply wonderful. Cricket has lately been commenced, and two or three already handle the bat cleverly. The Superintendent, Mr. Doran, has evidently spared no pains, and I believe the training which these young men are receiving under him will produce an effect which cannot be over-rated. The institution is certainly a most valuable one, and the manner in which it has been conducted is such as to ensure success. I have already spoken of the constant association with Europeans which these young men enjoy. Mr. Doran never restricts them to the school-room; he is their companion in the house and out of it. No man could be more popular with boys, and more especially with native boys of this class, than he is. I desire particularly to place this opinion on record, as Mr. Doran is about to resign his appointment for a more responsible one at Bahāwalpur.

His loss at Ambālā will be great, and the Government Wards will one and all regret his departure from them.

GOVERNMENT NORMAL SCHOOL.

135. The Government normal school for Masters at Dehlī has remained throughout the year under the charge of Munshī Zakāullah, and there have been no changes in the teaching staff.

The school has been removed to a very commodious building in the neighbourhood of the Dehlī gate of the city. The situation is not perhaps a very healthy one, but the house itself is most admirably adapted for the purpose. It accommodates with ease all the students, and at the same time affords room for a Model school. When the Chelon-kā-kūchā branch school was closed, the Vernacular school attached to it was transferred to the normal school building where it serves as a practising school for the students.

Examination of the year.

Sixteen men were examined for certificates in April and October 1870. One of these was disqualified for attempting to use unfair means in the examination, the rest passed—six in the 2nd grade, and nine in the 3rd.

Fifty men of the rudimentary classes were examined for entrance, only half of them passed.

Number and fees.

There are now 46 students on the rolls of the school, 56 having been admitted during the year, and 58 having left, 31 certificated men have obtained appointments in the Educational Department.

Notice of Staff.

Munshī Zakāullah and his Assistants have worked zealously. Pirbhū Diāl, the 2nd Teacher, has had charge of the Model school in addition to his ordinary work, and has conducted his duties most satisfactorily. Maulavī Ulfat Husain, too, has done well.

Aided Normal School.

S. P. G. normal school.

136. The normal school for training school-mistresses is under the superintendence of the S. P. G. Mission at Dehlī, and consists of two departments, the Hindū department of 26 women, and the Muhammadan with 20 women

Hindū department.

In the Hindū classes there were several very intelligent women—one by name Hanso being particularly so. I examined them in reading history, geography, arithmetic and dictation. In all these subjects with perhaps the exception of arithmetic, in which they were a little weak, they passed creditably.

Muhammadan department.

The Muhammadan classes are also in a very satisfactory condition The 1st class of four women read the Wāq'iāt-i-Hind very fluently, and answered questions in grammar fairly; they were also well acquainted with the geography of Europe, Asia, Africa, and America, and wrote a very correct dictation. In arithmetic, however, they failed to solve a simple rule-of-three sum. The 2nd class read the Hakāyak-ul-maujūdāt, knew some geography, and could write an easy piece from dictation.

Concluding Observations.

In conclusion, I beg to offer my acknowledgments of the cordial co-operation I have met with from District Officers throughout the circle. I may especially mention Mr. Oliver, Deputy Commissioner of Gurgaun, who takes the greatest interest in his schools. This in a great measure accounts for the fact which it has given me pleasure to state, that the schools in this district are the best in the whole circle. To Captain Grey, late Deputy Commissioner of Rohtak, and Mr. Thomas, of Karnāl, I would offer my best thanks for assistance rendered.

The usual list of Native gentlemen and Officials who are distinguished by their exertions in the cause of education is herewith appended. I also add a list of the indigenous schools of the circle.

I have been well satisfied with the work of Babū Harjas Rai and Munshī Gangā Gir, Clerks in my office.

C. R. COOKE,

7th July, 1871. *Inspector of Schools, Ambālā Circle.*

LAHORE CIRCLE.

INSPECTOR—C. W. W. ALEXANDER, ESQ., B. A.

I have the honor to submit my annual report for the year 1870-71.

No important changes this year.

2. The circle is the same in extent as reported last year, and no changes of importance have been introduced into the organization of the schools.

General statistics.
1. No of schools & scholars.

3. The returns for this year show a further reduction in the number of schools in this circle. At the close of 1869-70 there were 650 Government schools (including branch and elementary English schools), and 302 Aided schools, while at the end of 1870-71 there were 638 Government and 255 Aided schools, showing a total reduction of 59 schools. This reduction has occurred almost entirely among the female schools, of which 9 Government and 56 Aided schools have been abolished. All the other classes of schools, with one or two trifling exceptions, show an increased number. The number of pupils attending the schools has decreased in proportion to the decrease of the number of schools, the whole numbers having fallen from 41,985 to 40,582. This decrease, like that of the number of schools, is almost entirely in the female schools, which show a falling-off of about 1,200 girls. The reduction in the number of girls' schools and their pupils does not imply any diminution of actual instruction. The schools closed were such as had little more than a nominal existence, while the indifference of the people, and the incapacity of the teachers, gave no hope of their ever becoming more efficient.

2. Cost of schools.

4. The total expenditure on schools and subordinate inspecting establishments in this circle during the year just closed was Rs. 3,02,000, of which Government contributed Rs. 1,44,700. From this would appear that while the whole expenditure was about Rs. 4,000 greater than in the previous year, the amount spent from imperial revenues was as nearly as possible the same. In Government schools Rs. 85,400 were spent from imperial revenues, and Rs. 97,700 were expended from the educational cess and local contributions, giving a total of Rs. 1,83,100, or Rs. 11,000 more than in the previous year. In Aided schools the expenditure has fallen from Rs. 1,25,000 to Rs. 1,18,900, while the cost to Government has diminished from Rs. 63,000 to Rs. 59,300.

3. No. of boys learning English.

5. The returns this year show an unusual falling-off in the number of boys learning English, viz., from 4,611 to 3,725. In Government schools a considerable number (212) of boys ceased to learn English in consequence of the closing of several of the elementary English schools, which were found quite incapable of imparting a sound education, and for improving which no means existed; but this falling-off was in a great measure counterbalanced by a large increase in the number of English students in other schools, so that the total reduction of English students in Government schools amounted only to 74. In Aided schools, however, there was the great reduction of 812 boys, principally in the branch schools of the Lahore and Amritsar Missions. This is owing doubtless to the adoption by the Managers of Aided schools of the Government system of insisting on all boys acquiring a knowledge of their own language before they commence English.

4. Fees.

6. It is satisfactory to see that the amount levied in fees has greatly increased during the year, nearly Rs. 3,000 having been realized in 1870-71 more than in 1869-70. In Government schools the fees amounted to Rs. 9,447, or Rs. 871 more than in the previous year, and in Aided schools the amount realized was Rs. 8,361, an increase of Rs. 2,100. The total amount realized was Rs. 17,808, against Rs. 14,837 in the previous year.

SECTION I.—CONTROLLING AGENCIES.

Changes in the inspection staff.

7. Two changes have taken place in the Inspecting Staff of this circle. The first was the resignation of the posts of Assistant Inspector and Inspectress by Mr. and Mrs. Millett, and the appointment in their stead of Mr. and Mrs. Mackintosh. The other was the transfer of Maulavi

Karīm-ud-dīn, Deputy Inspector, to the Amritsar District, and the appointment of Pandit Sobha Ram and Babu Jai Gopal Singh to be Deputy Inspectors of the Gurdāspur and Siyālkot districts, in place of the former Chief Muharrirs. Both these changes have tended to increase the efficiency of the Inspecting Staff.

Inspection work done during the year.

8. The amount of inspection done in this year has again been less than could be desired, owing to certain circumstances which it was impossible to control. For 3 months during the cold weather I officiated for you, and my place was taken by Mr. Pearson. But as Mr. Pearson had at the same time the charge of his own circle, he was not able to do as much inspection in this circle as he otherwise would have done. Again, in the early part of the cold season the Assistant Inspector, Mr. Millett, partly in consequence of the dangerous illness of the Inspectress, and partly from the apathy that ensued on his sending in his resignation, did not give that attention to his duties which Government had a right to expect from him. It has thus happened that a greater part of the Jalandhar district, about half of the Hushyārpur district, and the whole of the district of Ferozepur, have not been inspected this year. In saying this I refer to the inspection of the Vernacular schools, as all the zil' and nearly all the aided schools have been carefully examined.

Work of Mr. & Mrs. Millett.

9. Mr. and Mrs. Millett marched round the Kangra district in the month of May, and then returned to Amritsar, where Mrs. Millett examined the girls' schools in the city, while Mr. Millett was employed with the departmental examinations and the supervision of the branch schools. They did not start into camp until the end of October, and their tour was confined to two parganāhs of the Jalandhar district. They were relieved by Mr. and Mrs. Mackintosh on the 12th January 1871.

Work of Mr. and Mrs. Mackintosh.

10. Mr. and Mrs. Mackintosh entered on their new duties with great energy, and as far as I have yet been able to judge, have done their work with zeal and discretion. Mr. Mackintosh has examined the schools in the Lahore, Gujrānwālā, and Siyālkot districts, and Mrs. Mackintosh has examined the girls' schools in the last-named district as well as those in Lahore.

Inspector's work.

11. In consequence of my having been appointed to officiate for you, I have not been able to be as much in camp as usual. After finishing my annual report I spent the greater part of June in visiting my zil' and some aided schools. During July and the beginning of August I was occupied with the college examinations, of which a double portion fell to me in consequence of Mr. Wilmot's transfer to the Central Provinces. The greater part of August and part of September I again spent in visiting my zil' schools, and by the 15th October I was in camp, marching in the Gurdāspur district. I received charge of the Director's office on the 6th December, and resumed that of the Lahore circle on the 9th March 1871, and from that date to the end of the year I was busily occupied in visiting the zil' and aided schools which Mr. Pearson had been unable to inspect.

Deputy Inspectors of districts.

12. The Deputy Inspectors appointed to the districts of Amritsar, Gurdāspur, and Siyālkot, have already done sufficient to prove that the system of employing superior men in the place of the old style of Chief Muharrirs is one calculated very much to promote the spread of education. I have had an opportunity of personally examining into the work of Pandit Sobha Ram, Deputy Inspector of Gurdāspur, and I believe, though deficient in a knowledge of Persian, he has done much to arouse a spirit of active interest in education among the people, and that he is gradually introducing a better organization into the schools. I have not yet received the report of the Deputy Commissioner, but I believe he concurs in my opinion regarding the Deputy Inspector. Maulavī Karīm-ud-dīn, Deputy Inspector of Amritsar, has worked earnestly and partiently under somewhat difficult circumstances. The Deputy Commissioner's report has not yet reached me, but Major Birch verbally informed me that he was extremely well satisfied with Maulavī Karīm-ud-dīn. In the case of Babu Jai Gopal Singh, Deputy Inspector of Siyālkot, I cannot do better than quote the words of the Deputy Commissioner, Major Jenkins, in his annual report. He says:—

"In conclusion, I would beg to bring to your notice that I considered Mr. Jai Gopal Singh a native gentleman of upright and conscientious principles, good and able at his work, and thoroughly to be depended on in his reports when on circuit duty of inspection. I further consider that his appointment is far preferable to the former system of Chief Muharrirs, and one which will, I think, work better for the Educational Department in all respects. Mr. Jai Gopal Singh examines carefully and skilfully, and has several times surprised me with the rapid way he can detect whether true advancement has really taken place at a school since his last visit."

Chief Muharrirs.

13. The Chief Muharrirs in 5 of the remaining 6 districts of this circle remain the same as last year. They have generally worked fairly and require no special mention. In the Kangra district, however, a new man, Pandit Ishrī Parshād, has been appointed, the former occupant having, at his own desire, been

appointed Sanskrit teacher in the Lahore school. The new man is hardworking and intelligent, and will, I have no doubt, do well. None of the Chief Muharrirs, however, are men of a position to exercise much influence over the people, and I am therefore glad to find that Government has sanctioned the appointment of the Deputy Inspectors in two more districts, viz., Ferozepur and Jalandhar, and I trust that the system may gradually be extended to all the districts.

Local committees of public instruction.

14. The local committees of public instruction have not, as a rule, shown any more activity than formerly. As before, those at Ferozepur, Nurpur, and Gujrānwālā, have been most conspicuous for their exertions in behalf of education. Several very useful measures have been suggested and carried into effect by the Nurpur committee, and the Gujrānwālā committee has done much to improve the attendance on the zil' school at that place.

SECTION II.—GOVERNMENT SCHOOLS.

A.—Government Zil' Schools.

General statistics.

15. The zil' schools are the same as at the end of the previous year, and are 7 in number. Taking the main zil' schools with their branches, the whole number of boys entered on the books has increased during the year from 2,679 to 2,974, or by nearly 300. The number of boys learning English has also increased from 506 to 659, or by 153. Fees have been realized during the year to the extent of Rs. 5,228, or nearly Rs. 1,000 more than in the year preceding. The total cost of these schools has increased from Rs. 62,538 to Rs. 68,451, and the cost to Government from Rs. 53,402 to Rs. 57,038. Dividing the total number of boys in zil' schools into the three classes into which the schools are divided, it seems that the number of boys in upper schools has increased during the year from 93 to 130. The latter number, however, includes 30 boys belonging to the Oriental branch of the Lahore school, which, though intended to teach to a high standard, has as yet hardly reached the footing of an upper school. In middle schools the number of boys has increased from 454 to 506, and in lower schools from 2,132 to 2,328. These figures show that notwithstanding the great increase in the number of boys, the proportion of them in the lower schools is one per cent. less than in the previous year.

Cricket and athletic sports.

16. Cricket and athletic sports have been practised with more or less energy in all the schools. In Amritsar, under the management of Mr. Harvey, the greatest progress has been made, the boys having organized among themselves a very good cricket club, which they have supported with considerable subscriptions. The champion belt was won this year by the Amritsar club. Gymnasia have been erected at every zil' school in the circle, except Gujrānwālā, where no ground is available for the purpose near the school-house, and the boys generally make use of them with great pleasure.

Result of Calcutta University entrance examination.

17. All the other upper schools having been abolished, the Lahore and Amritsar schools only sent up candidates to the Calcutta University entrance examination. The results of this examination are shown in the annexed table :—

Name of school.	Number who passed in			Number who failed.
	First division.	Second division.	Third division.	
Lahore	...	3	2	5
Amritsar	1	4	1	6
Total	1	7	3	11

Middle school examination.

18. The middle school examination showed much better results than in any previous year, owing in all probability to the fact that the middle schools have now a much better staff of teachers than formerly. I have no doubt that this improvement will steadily continue as the lower class boys who are now

being taught by superior teachers rise into the higher classes. The number of candidates for this examination was 49, or 20 less than in the preceding year, but the superiority of the teaching during the year 1870 is shown by the following table :—

Year of examination.	Percentage of boys who obtained		
	More than 30 per cent. of maximum marks in English.	More than 40 per cent. of maximum marks in English.	More than 50 per cent. of maximum marks in English.
November 1869	59·4	17·2	1·5
Ditto 1870	87·7	46·9	14·3

When the examination was held, it was at first required that the candidates should obtain 40 per cent. of the maximum marks in each subject in order to pass, but this standard, which was much higher than that fixed for former years, having been found too high, it was reduced to one more resembling that which had formerly been in vogue. By the latter standard a considerable proportion of the boys passed, as will be seen from the following statement :—

Name of school.	Number of candidates.	Number passed.	Number failed.
Lahore	10	8	2
Amritsar	14	11	3
Hushyārpur	11	11	...
Gujrānwālā	2	2	...
Rāhun	7	5	2
Batālā	4	1	3
Nurpur	1	...	1
Total	49	38	11

These results are considerably in advance of former years, notwithstanding that the examination was held at the close of a season which, though not so unhealthy as the autumn of 1870, was nevertheless unusually sickly.

Lahore zil' school. General statistics.

19. The number of boys in the Lahore zil' school proper has fallen off during the year from 280 to 244. At the end of the year there were in the upper school 54 boys against 51 in the previous year, in the middle school there were 81 against 98, and in the lower school 109 against 131 in the preceding year. Fees have been levied with great strictness, and have realized in the upper and middle schools Rs. 1,132, or Rs. 126 more than in the year before. In the lower school the same amount of fees were realized as in 1869-70, though the number of boys has considerably diminished.

Causes of decrease in number of boys.

20. There is little doubt that the high rate of fees and the strictness with which they are levied have contributed in some degree to cause the diminution in the number of boys, but these are not, I think, the principal reasons. A feeling has grown strong lately in the minds of a large number of residents of Lahore that the study of English is discouraged in the Government zil' school. This feeling always existed in some degree owing to the system that has obtained ever since the establishment of the department of giving all instruction in arithmetic, geography, &c., through the medium of the Vernacular; but recently it has grown more intense, having been encouraged by several of the more wealthy parents, who, being able to give their children good instruction in Persian in their own houses, are anxious that in the school they should devote the whole of their time to English. There are in fact no just grounds for this feeling, inasmuch as English is now taught more and by better masters than at any former period, while fewer Persian books enter into the present curriculum. It would be impossible to give way to this popular movement, which is partly owing to a misapprehension, without a sacrifice of principle, and I have no doubt that it will subside after a little time.

General condition of the school.

21. The school was carefully examined by Mr. Pearson, when Officiating as Inspector of the Lahore Circle, and he expressed a very unfavorable opinion of its general condition and management. Mr. J. D. Staines has since then taken charge of it, on Mr. Kirkpatrick's transfer to Dehli, and I am happy to be able to report that a very marked improvement has taken place. The discipline of the classes is far better than it used to be, and the school-room, when the boys are at work, is as orderly and quiet as can be expected where so many young scholars are collected in one room. Monthly examinations of each class are held, and the results recorded in a book. The progress of every class, and the work of each teacher, are thus tested and compared, while the boys are better prepared than formerly for the general examinations that they will have to pass. I am sorry to say that athletic sports have not been practised with the vigor that was displayed last year.

State of classes.

22. Before the entrance examination of the Calcutta University there were 18 boys in the 1st class of the upper school. Of these only 8 were considered fit to be sent in to the examination, and of the 8, 5 only passed. At the end of the year the new entrance class consisted of 21 boys, but the Head Master reports that several of these are much below the proper standard, and will not be able to go in for the next examination. The middle school 1st class last year contained 15 boys, of whom 10 only were able to join the examination, and of these 8 have been considered to have passed. Of the 10 candidates 8 obtained more than 30 per cent. of the maximum marks in English, 4 obtained more than 40 per cent., and 3 more than 50 per cent. At the end of the year there were only 8 boys in this class, but 4 or 5 more were expected to join it from the Oriental school.

Condition of lower school.

23. The lower school, though it has lost some of its numbers, had made good progress during the year. Twenty-two boys passed the lower school examination held by Mr. Pearson; and the 1st class now contains no fewer than 51 boys (nearly half the whole school) all of whom will probably be able to pass this year into the middle school.

Notice of masters.

24. Mr. Kirkpatrick, the former Head Master, was transferred in January last to Dehli, and the 2nd Master, Mr. J. D. Staines, took charge of the school, Mr. Caldwell being appointed to officiate as 2nd Master. The only other change has been the temporary transfer of Lālā Sawāyā Rām, Head Master of the middle school, to a translatorship in the Financial Commissioner's office, and the appointment of Lālā Mūl Chand, formerly a Deputy Inspector of Schools in Oudh, to officiate for him. Mr. Staines deserves favorable mention for his management of the school while it has been under his charge. Mr. Caldwell and Lālā Mūl Chand have worked well, as also have Bābu Kāshi Parshād and the other teachers.

Amritsar zil' school.

25. The Amritsar school has made very great progress during the year, and has quite justified the anticipations I expressed last year. At the close of the year 1869-70 the whole number of boys in the main and branch schools was 1,047, of whom 42 were in the upper, 125 in the middle, and 880 in the lower or branch schools. These figures increased during the year to a total of 1,226, of whom 42 were in the upper, 169 in the middle, and 1,015 in the lower or branch schools. In the main school the amount realized in fees increased from Rs. 817 in 1869-70 to Rs. 841 in 1870-71, and in the branch schools from Rs. 994 in the former to Rs. 1,281 in the latter year. The whole cost of the schools during the year under report was Rs. 19,883, or more than Rs. 1,000 less than in the preceding year, while the cost to Government was reduced from Rs. 16,311 to Rs. 15,337. The sale of books during the year under report exceeded that of the previous year by Rs. 300.

General condition of main school.

26. The above figures show that while the number of boys in all departments of the school has increased considerably, the cost of the schools has been diminished, and the income from fees has increased. The character of the instruction given has materially improved, and the school is more popular now in the city than at any former period. Throughout the school the weakest subject is arithmetic, and this will receive special attention in future. The instruction in Arabic and Sanskrit in the upper school has been excellent, and the boys have uniformly acquitted themselves well in all examinations in these languages. The number of boys in the main school building is now so large, that it is difficult to provide sufficient accommodation for them, while the staff of teachers is scarcely large enough to teach them efficiently. To remedy the latter defect arrangements have been made to add another teacher to the staff, and it is probable that next year the lower school will have to be removed to another building so as to leave more space for the upper and middle schools.

Results of entrance and middle school examinations.

27. Notwithstanding the generally improved condition of the school, the results of the Calcutta University examination did not show favorably for the teaching of the highest class. Six only out of thirteen candidates passed, and though there is no doubt that a few of those who failed were at the time suffering from severe illness, yet the failure of so large a number cannot be accounted for by any plea of accidental circumstances. The results of the middle school examination, as finally settled, were more favorable and showed good honest work on the part of teachers. In English 93 per cent. of the candidates obtained more than 30 per cent. of the maximum marks, 43 per cent. obtained more than 40 per cent. of the marks, and nearly 15 per cent. obtained more than half marks.

Mention of masters.

28. No changes of importance have taken place in the school staff. I am happy to be able to report well of the industry and zeal of the whole staff. Mr. Buchanan, the Head Master, is hard-working and conscientious, and has been very successful in developing and improving the branch schools. Mr. Harvey, the 2nd Master, is deserving of special credit, not only for the energy with which he has organized the athletic sports of the boys, but also for the zeal and interest he has displayed in all his work. He has lately taken charge of the library which gives him considerable extra work. Mr. Wood, Head Master of the middle school, and Bābu Parmā Nand, are painstaking and successful teachers, and Muhammad Yār Khān is spoken of by the Head Master as performing his work with zeal and efficiency.

Branch schools.

29. The branch schools, seven in number, including the lower department of the main school, have made excellent progress during the year. They were examined by Mr. Pearson, who expressed a high opinion of their efficiency. As described in my last report, efforts have been made to induce the Pāndās to allow more of their boys to learn Urdu, and the result for this year has been that the number of Urdu-Persian students has increased by 210. Sixty boys passed the lower school examination and entered the middle school, and it is expected that next year there will be no fewer than 120 prepared to pass the lower school examination. These schools are thus fulfilling their proper function of feeding the main school, and it is possible that after a time one middle school will not be sufficient to teach all the boys who pass out of them. The improvement is due to the careful supervision of Mr. Buchanan, who has been ably and zealously assisted by Munshī Ilahī Bakhsh, the Superintendent. The teachers of the branch schools have worked very well, and I hope to be able to give many of them promotion during the present year.

Batālā zil' school.

30. The number of boys in the middle school at Batālā has increased during the year from 38 to 56, and in the lower schools from 282 to 284. Fees have increased from Rs. 340 to Rs. 353. The total expenditure on the school rose from Rs. 4,295 in 1869-70 to Rs. 4,569 in the year under report, and the cost to Government from Rs. 3,545 to Rs. 3,699.

Middle school.

31. The boys who went up for the middle school examination this year were those who had failed in the year before. One only passed, but I believe that the others would have had an equal chance of success had they not unfortunately been suffering from fever during the time of the examination. All of the four obtained more than 30 per cent. of the maximum marks in English, and three of them obtained more than 40 per cent. The teaching in the school has decidedly improved, and Mr. Pearson who examined it gave a favorable report of its condition.

Branch schools.

32. The branch or lower schools have worked well throughout the year, though in some of them the teachers are too few and under-paid. As provision has been made in the budget of the current year for increasing the grant to the school from municipal funds, I hope to be able to provide more teachers and to pay them better. Twenty-eight boys were sent up from the branches to the middle school, a number which is creditable to the teachers. Mr. Pearson reported that with some exceptions he found the classes well taught.

Notice of teachers.

33. The only changes that have taken place in the staff of the school have been the transfer of Bābu Puran Dāss to Bhera, and Karm Ilahī to Nurpur, their places being taken by Bālmukand from Nurpur, and Nabī Bakhsh from Bherā. All the teachers have worked well together, and credit is due to Mr. Basten, the Head Master, for his management of the school.

Hushyārpur zil' school.

34. The number of boys in the Hushyārpur schools has diminished during the year, but in other respects very great improvement has taken place. The number of boys in the middle school fell during the year from 78 to 71, and the number attending the branch schools decreased from 349 to 310, which shows a falling-off of 46 in the whole number of boys. The fees of the middle school amounted to only Rs. 267, against Rs. 309 in the previous year, while in the branch schools they fell from Rs. 190 to Rs. 187, showing a total diminution in the annual collection of fees of Rs. 45. The cost of the schools has been reduced from Rs. 8,220 to Rs. 7,647, and the cost to Government from Rs. 6,979 to Rs. 6,459.

Cause of falling-off.

35. It is difficult to assign a cause for the falling-off in the number of pupils and the fees unless it can be attributed to the want of proper accommodation. The school building is in the same condition as I reported it last year, and the discomfort caused to both masters and pupils is very great. A handsome new building is to be erected this year, and I have no doubt that when it is ready the numbers will again increase and the fes with them. In all other respects the school is excellently provided, and the masters are more efficient and popular than have been in the school for years.

Condition of middle school.

36. As reported last year, the study of Arabic and Sanskrit was introduced into the middle school in April last, and the school divided into 5 classes. This arrangement has worked successfully, and the boys have made good progress in the Oriental languages. At the middle school examition 11 candidates presented themselves, and by the final arrangement all were allowed to pass. Of these 11 boys all got more than 30, and 6 more than 40 per cent. of the maximum marks in English, a marked contrast of the performance of the boys of this school in the previous year, when only 9 out of 17 obtained more than 30, and only 3 more than 40 per cent. of the total marks. Mr. Pearson examined the middle school in February, and expressed himself highly pleased with its condition, which, he said, was better than that of any school he had seen for a long time. Mr. Pearson, however, noticed a deficiency in arithmetic in all the classes, and this subject has since received special attention.

Lower schools.

37. Mr. Pearson also reported very favorably of the condition of the central branch school, and those of Nur Ilahī and Sikandar Bakhsh, but he found the schools at Bahādarpur and Khānpur very deficient. The two last-named schools, though fairly attended, have never been in a satisfactory condition in consequence of the want of funds to pay better teachers. Some of the junior teachers of these schools are now undergoing a course of training at the Lahore normal school, and I hope on their return to see a decided improvement in their school-work. Twenty-four boys passed the lower school examination, and entered the middle school.

Liberality of Kaur Sochet Singh.

38. I must here notice the liberality of Kaur Sochet Singh, brother of the late Rājāh of Kapūrthalā, who has given for the use of the school as a play-ground a garden that immediately adjoins the school-house. In this garden the gymnasium has been erected, and under the guidance of the Head Master and Mr. DeRozario the 2nd Master, the boys play and practise gymnastics daily. I trust that Government will recognize this act of liberality on the part of Kaur Sochet Singh in a suitable manner.

Notice of masters.

39. There have been no changes of importance in the staff of teachers during the year. Mr. Baker has done his work in a very thorough and efficient manner, and it is due to his tact and good management that the school has recovered so rapidly from the state of confusion into which it had fallen. I regret very much that Mr. Baker has been induced to give up employment in the department to accept a post in the Chambā State. Mr. Baker has been ably seconded by Mr. DeRozario, of whom I can only say that I regret no opportunity has occurred of giving him the promotion that he has fairly earned. Bābu Rādhā Kishn has continued to maintain the good character he has always had, and Maulavī Shāh Sawar-ud-dīn deserves to be again noticed for his sound and honest work.

Rāhun zil' school suffered much from sickness.

40. The Rāhun zil' school has made as good progress as was possible under the circumstances in which it was placed. In my last annual report I mentioned that the town and with it the school had suffered much from epidemic fever, and I regret to have now to report that this has continued during the whole of the year under review, so that there is hardly a boy or a teacher in the school who has not suffered from it more or less. Dr. Fairweather, Officiating

Sanitary Commissioner, visited the school during the cold season, and has recorded in the visitors' book the sickly condition in which he found the boys. All, he said, had the signs of recent or present illness in their faces, and of 20 boys taken at random from among the scholars, he found that three-fourths were suffering from enlarged spleen, the result of repeated attacks of malarious fever. The effect of this long-continued pestilence has been to reduce the number of boys, and to prevent those who remain from making the progress they otherwise would make. One of the best features of the school was the large number of boys who used to come to attend it from all parts of the district. The prevalent sickness has driven most of these boys away.

Statistics.

41. From the cause noted above the number of boys in the middle school has fallen during the year from 73 to 70, and the number in the lower school from 261 to 224. Fees, however, have increased from Rs. 326 in 1869 to Rs. 340-8 in 1870-71. The whole cost of the school has increased from Rs. 4,607 to Rs. 5,120, and the cost to Government from Rs. 3,713 to Rs. 4,145.

Progress in middle school.

42. In the middle school, notwithstanding the great sickness, considerable improvement has taken place. Two of the best boys in the highest class were unable on account of sickness to present themselves at the middle school examination, but of the 7 who did go up 5 passed, one of them obtaining more than 40 per cent. of the maximum marks in all subjects. In the preceding year out of 12 candidates 2 only obtained more than 30 per cent. of the total marks in English, while this year 4 out of 7 obtained more than 30 per cent., 2 obtained more than 40, and one more than 50 per cent. of the maximum marks. Special attention has been directed to the defects noticed by me last year, viz., bad accent in reading English, and want of practice in speaking it, and considerable improvement has been effected. The school is altogether in a satisfactory condition.

Lower school.

43. The study of the boys in the highest classes of the lower schools was almost entirely suspended by illness for several months during the autumn, and consequently when I examined these classes I found that the boys were not as well prepared as they had been six months before. This is much to be regretted, but could not be avoided, and I do not think the teachers were in any way to blame. As far as has been possible the schools have made progress. The proportion of the boys in the lower schools learning Urdu has very considerably increased, and the instruction given in the lower classes has improved. An increased grant has been obtained from the Municipality for these schools, which, with the increased fees, will enable me to appoint an additional teacher, and improve the salaries of the former employés.

School buildings.

44 The school-house is in excellent order, and, well situated on the top of a hill overlooking the whole town, is probably more healthy than any other building in the place. A new range of out-houses for the accommodation of boys who come in from the district has been erected through the kindness of Mr. Leslie Saunders, the late Deputy Commissioner, aided by the liberality of some of the residents of the town, who contributed bricks, timber, &c., for the building.

Nurpur zil' school.

45. Poverty, the result of high prices, and the destruction of the shawl trade, has had, and is likely to have, a very depressing effect on the prosperity of the Nurpur schools. The town too has for several years past been subject to severe visitations of fever, as I have noticed in former reports, and this has materially affected the daily attendance of the boys, and consequently the progress of the classes. To partially meet the former evil, the Head Master and his subordinates, together with the Tahsildar and some of the more wealthy residents of the town, have raised a fund from which to give assistance in the shape of books, and sometimes of food and clothing, to poor boys who would not otherwise be able to continue their education. The unhealthiness of the town may in my opinion be traced in a great measure to the bad water drunk by the mass of the people, and it seems a great pity that no efforts are made to bring within reach of the inhabitants a proper supply of that indispensable article.

Statistics.

46. Notwithstanding the above-named retarding causes, the schools at Nurpur have made fair progress. In the middle school the number of boys has increased from 23 to 36, and in the branch schools from 195 to 209. In the middle school the fees have increased from Rs. 52 to Rs. 56, and in the branch schools they have increased from Rs. 76 to Rs. 100. The cost of the schools increased from Rs. 4,059 to Rs. 4,968, but the cost to Government decreased from Rs. 3,263 to Rs. 3,163.

47. One boy only from Nurpur was sent up to the middle school examination, but though he obtained more than 40 per cent. of the maximum marks in English, he did not succeed in passing, the subject in which he failed being arithmetic. This subject I found in my examination this year, as in former years, to have been badly taught. The writing generally, both English and Persian, was also indifferent. There is still no 1st class in the school, those boys who would have been promoted to form it having left. The classes were not as a rule in such good order as they should be, several of them being below the proper standard in several subjects, especially in arithmetic. Some improvement has, however, been made in English reading.

Progress of middle school.

48. The lower or branch schools have made better progress than the middle school. All but the Bazāzi katra branch, which is of comparatively recent formation, have all the classes of the lower school complete, and have sent boys to the middle school. Altogether 8 boys passed the lower school examination.

Progress of lower schools.

49. The zil' school-house is in the same dangerous state as before, but arrangements are being made to put a new roof on it this year. The branch schools are well housed, though an addition is required to one of them, which I hope to have carried out this year.

School buildings.

50. Only one change has occurred in the staff of teachers, viz., the transfer of Bābu Bālmukand, the 2nd Master, to Batālā, and the appointment in his place of Karm Ilāhī. The Head Master has shown much zeal in maintaining the interest of the towns-people in the welfare of the school, but he has not exercised sufficient vigilance in supervising the work of his subordinates, and hence have arisen the deficiencies noticed in para. 47.

Notice of masters.

51. The Gujrānwālā zil' school has continued to progress in a satisfactory manner during the year. I last year reported that I had found this school in a very disorganized condition, and that the changes by which I hoped to place it on a proper footing were only beginning to come into operation. The enforcement of strict discipline, the stringent levying of fees, and the complete introduction of the scheme of studies, were by no means agreeable to many of the boys, and several left to join the Mission school, where the rules are much laxer and many inducements are held out to attract boys. Notwithstanding these circumstances, the number of boys in the middle school has increased from 19 to 23, and in the branch schools from 165 to 187. The fees have more than doubled, having been Rs. 143 in 1869-70 and Rs. 295-4 in 1870-71. In consequence of the appointment of a competent 2nd Master, the cost of the school has been increased from Rs. 3,698 to Rs. 4,370, and the cost to Government from Rs. 2,892 to Rs. 3,644. A grant of Rs. 30 a month having been obtained from the Municipal Committee, all the lower schools were placed on the Aided footing from the beginning of the year.

Gujrānwālā zil' school.

52. The 1st class of the middle school consisted during the greater part of the year of 5 boys; but shortly before the middle school examination the Head Master was obliged to expel 3 of these boys for gross misconduct, and consequently 2 only were sent up to the examination, both of whom passed. The classes are all in good condition, and well up to their respective standards.

Progress of middle school.

53. As mentioned before, the lower schools have been placed on the footing of Aided schools. The number of pupils has increased, and the fees realized during the year under report exceeded by Rs. 30 the whole amount collected in the previous year from the middle and lower schools together. This shows conclusively that these schools are popular. The instruction given in them is far better now than it used to be, and the funds admit of an efficient staff of teachers being employed, which is the best guarantee of future progress.

Lower schools.

54. The only change in the establishment has been the appointment of Bābu Jai Gopāl as 2nd Master. The Head Master, Bābu Ishan Chandra Mukarji, has carried out the reform of the school with great tact and firmness, and deserves great praise both for his careful teaching and his general management of the school. Maulavīs Morād 'Alī and Ghulām Hosein also have worked to my satisfaction.

Notice of teachers.

GOVERNMENT VERNACULAR SCHOOLS.

TOWN SCHOOLS.

55. The number of town schools in this Circle has increased by two, viz., from 33 to 35, by the promotion of two schools from the village to the town grade. The number of boys entered on the rolls has increased from 3378 to 3534. The average daily attendance has increased in proportion. The year has been far less unhealthy than the previous year, but several districts have nevertheless been heavily visited by sickness, or I should probably be able to record a greater increase of numbers.

English students.—The number of English students has considerably diminished owing to the closing of several of the elementary English schools, which were found to be doing little or no good. At the end of the year under review there were only 203 boys learning English in town schools, against 415 at the end of the preceding year.

Fees.—The fee-collections have also somewhat diminished, viz., Rs. 1,240 in 1869-70 to Rs. 1,160 in 1870-71. The principal falling-off was in the Jalandhar and Gurdāspur districts, both of which, and especially the former, suffered severely from sickness, which materially reduced the attendance during the year. Hushyārpur, Amritsar, and Siyālkot show increased collections.

Cost of the schools.—Though the number of schools has increased, their cost has diminished from Rs. 20,389 to Rs. 20,305; the cost to Government has been still more largely reduced, viz., from Rs. 11,997 to Rs. 11,077.

VILLAGE SCHOOLS.

56. The number of village schools in this circle has been reduced during the year from 491 to 488. Two schools were transferred to the town grade, and now appear in the statement of schools of the middle class. In the Amritsar district two schools that were quite worthless were closed at my suggestion, but a new one was subsequently opened in a different locality. In several other districts some schools were closed and others opened in their stead. The returns show a slight decline in the number of boys attending the village schools, viz., from 20,292 to 20,227, but when we consider that the two schools transferred to the higher grade contained more than 150 boys, it will be apparent that the number of boys in the schools that remain has actually increased.

English students.—A slight increase, viz., from 215 to 241, has taken place in the number of boys learning English.

Fees.—The amount collected in fees shows a slight falling-off, viz., from Rs. 3,079 in 1869-70 to Rs. 3,057 in 1870-71. The greatest decrease has been in the Gurdāspur district, in which the collections of the latter year were Rs. 239 less than in the former year. In Hushyārpur also there was a falling-off of Rs. 69, and in Ferozepur of Rs. 21. All the other districts show improvement, the most being in Jalandhar Rs. 122, Gujrānwālā Rs. 106, and Kangra Rs. 47.

Cost of schools.—The cost of village schools has increased from Rs. 68,151 to Rs. 69,734, and the cost to Government has increased from Rs. 6,981 to Rs. 7,285.

General progress.

57. The general progress of the village schools, as far as I have been able to ascertain, has been satisfactory. The removal of two of the largest and best of the schools to the higher grade has of course affected the proportion of the boys in the upper classes, but even so, the percentage of boys in each class at the end of the year was very nearly what it was at the beginning, if anything a slight improvement being visible. Taking all the vernacular schools of this circle together, the whole number of boys in the classes above the 7th has increased by 225, while the total increase in the number of boys has been only 91.

Appreciation of Government education by people.

58. In para. 98 of my last year's report I mentioned that in the Lahore district the people of one village had evinced their appreciation of the Government system of education by maintaining at their own cost a school in which the Government vernacular curriculum was followed. I have been much pleased during the year under review to find that this appreciation of a system which, when first started, was certainly not popular, appears to be rapidly extending. It is now a common thing in most districts for the people of a village to undertake to pay half the salary of a teacher in order to secure the establishment of a school in their neighbourhood. When I was marching through the Gurdāspur district, the lambardārs of a

village, the school of which had come under the reductions of the previous year, came to me and after stating that they had kept on the old teacher, paying him from their own pockets, begged that their school might continue to be inspected by the Deputy Inspector, in order that the Government course of study might be adhered to and proper progress ensured.

FEMALE SCHOOLS.

General statistics of female schools.

59. The number of female schools in this circle has been diminished by 9, viz., from 82 to 73. Eight have been closed in the Jalandhar district, 3 in Ferozepur, and one each in Hushyārpur and Kāngrā, while in Gurdāspur 4 new schools have been opened. The number of girls has decreased from 2122 to 1870. In 1869-70 there were 35 girls in the town of Jalandhar learning English, these have now been reduced to 14. There seems little to be gained by teaching English in the girls' schools at present, so that the falling-off in the number of English pupils is a matter of little importance. The cost of the schools has been very slightly reduced, viz., from Rs. 8,355 to Rs. 8,245, and the cost to Government from Rs. 4,637 to Rs. 4,596.

General progress.

60. I have nothing to add regarding the general progress of female schools to what I wrote last year. But a few of them have been examined during the cold season, owing to the illness of Mrs. Millett, and the lateness of the appointment of Mrs. Mackintosh. I have no reason to believe that any particular progress has been made during the year.

Government Vernacular schools in Jalandhar district.

1. Town schools.

61. I now proceed to notice the condition of Government Vernacular schools in each district, beginning with Jalandhar. The town schools in this district are the same as before. The number of boys has fallen off owing to the great sickness that has prevailed during the year. Only the Kartārpur school was inspected.

Kartārpur.—This school has progressed well. Several boys would have been sent up for the middle school examination, but before it took place they were transferred to the Oriental school at Lahore, from which one of them passed the examination. The progress of the boys in cricket has been remarkable.

Nakodar, Bungāh, and *Phillaur,*—The Deputy Comissioner reports that these schools are doing well.

Nawāshahr.—The Government grant for the English school at this place was withdrawn at the beginning of the year, but the towns-people made up the teacher's salary, and have kept up the school. The Deputy Commissioner reports that good progress has been made.

2. Village schools.

62. The number of boys in the village schools has fallen off by 230, owing, the Deputy Commissioner says, to sickness. A number of the boys have obtained employment during the year.

3. Female schools.

63. Eight female schools were closed during the year on account of their want of progress. The Deputy Commissioner reports that two-thirds of the girls have progressed well in their studies. Mr. Millett inspected the schools in the Jalandhar Tahsīl, but was unable to report on them.

Educational darbār.

64. I must not omit to mention here that a very successful educational darbār was held at Jalandhar by Mr. Saunders, the Deputy Commissioner, at which the boys of all the town and village schools in the Jalandhar and Hushyārpur districts received prizes for success in an examination that was previously held. The examination showed that while the higher classes of the town schools were of course the best in the districts, the lower classes of the village schools were frequently much better than the corresponding classes of the town schools. On the whole, the answering was very creditable. The darbār was very successful, and the boys appeared to appreciate thoroughly the efforts that were made to amuse and instruct them.

Hushyārpur district.

1. Town schools.

65. One village school, that at Nārā Nangāl, has been raised to the town grade in the Hushyārpur district, making in all 7 town schools. Of these 4 were inspected by Mr. Pearson, who reported them all to be in good order. The only English school is now at Hariānā, and Mr. Pearson reported that it has been well taught in most respects, though the amount of work got through by the classes was not sufficient.

66. Mr. Pearson examined 31 of the village schools, and expressed a very favorable opinion of their condition. He complained that arithmetic was generally badly taught, and that the boys were not sufficiently prepared for his examination, but reported that nevertheless the general results were better than he found in most districts. An average of 15 boys for each village school passed in reading and writing.

2. Village schools.

67. The only Government female school that existed in the district, not being appreciated by the people, was closed during the year.

3. Female schools.

68. The town schools in the Kāngrā district are the same as before, but do not appear to be in as good order as formerly. The school at Jwālā Mukhī, which under the old teacher was an excellent one, has fallen off under the new man, who does not appear to take pains to make friends of the people. The attendance has nevertheless slightly increased. The Tīrā Sujānpur school shows again a considerable reduction in the number of pupils, but in other respects has progressed satisfactorily.

Kāngṛā district.

1. Town schools.

69. Four new village schools were opened in the Kāngrā district during the year. The attendance shows a very satisfactory increase, and I believe more real instruction is now being imparted than at any former period. Urdu-Persian schools are yearly increasing in number, and taking the place of the Hindī schools, in which a good education was very rarely given, and which the people care very little for. The amount realized by the sale of books, which is a fair test of the spread of education, was greater by Rs. 24 than in the previous year. The Kūllū schools were not inspected during the year, but I have received satisfactory reports of them, and hope to see them this year. Mr. Knox continues his subscription of Rs. 25 a month, half the salary of a Superintendent of schools in Kūllū.

2. Village schools.

70. Though most of the female schools in this district are Aided schools, it will be more convenient to treat of them in this place. The Government schools were reduced in number by one, and the Aided schools from 20 to 9 during the year. The latter reduction was necessitated by the falling-off in the income of the municipal funds; but as the latter have since recovered to some extent, it is proposed to re-open some of the best of the girls' schools. Mrs. Millett visited all these schools and found them very much *in statu quo*, though in a few instances progress had been made. The Commissioner and Deputy Commissioner express very strong opinion that girls' schools cannot flourish until they are provided with competent female teachers, and they urge the necessity of establishing, on the grant-in-aid footing, a really efficient normal school. There is no doubt that their argument is perfectly just, and their proposal will be forwarded to you with detailed information for submission to Government.

3. Female schools.

71. The Batālā school in the Amritsar district has been raised during the year to the town grade. There are now therefore 3 town schools in this district. In my last report I mentioned that the two old town schools had suffered much by the removal of the assistant teachers, and that I had recommended the Deputy Commissioner to re-appoint them. This recommendation made in March was only acted on in August, and it is not surprising therefore that when Mr. Pearson visited the schools in January he found that they had fallen off.

Amritsar district.

1. Town schools.

Wairowāl.—The head teacher is able and popular, but his attainments do not extend beyond Oriental literature. A well trained assistant is therefore absolutely necessary to teach subjects of general knowledge. Mr. Pearson found the Persian subjects well taught, but all the classes deficient in other subjects.

Majīthā.—At the end of 1869-70 this school contained more than 150 boys, far too many to be taught by one man. The school naturally fell off very much. Another cause of decline was a quarrel between the head teacher and the chief residents of the place. This has, I believe, since been made up, and as an assistant has been appointed I trust the school will recover its former status.

Batālā.—This school was recently promoted to the town grade, but Mr. Pearson reported unfavorably of its general condition. As it contains 100 boys divided into 6 classes and has only one teacher, the inefficiency of its lower classes may probably be attributed to the want of a sufficient staff.

72. The number of village schools in the Amritsar district has been reduced by 2. The schools closed were little more than nominal schools. The savings effected by closing them were expended in the appointment of assistants at Wairowāl and Majīthā. Fair progress has been made by the schools. The attendance has increased and fees have been more strictly levied.

2. Village schools.

73. The 3 elementary English schools in this district on which I commented last year are still in existence. Mr. Pearson reported very unfavorably on them, but since then better qualified English masters have been appointed, and it is to be hoped that better progress will now be made.

3. Elementary English schools.

74. Besides the one school entered in the return of Government female schools, there are in the Amritsar district 9 other schools supported by local funds. These do not enter at all into the returns. In 3 of them female teachers are employed, and altogether 152 girls are under tuition. Little or no educational progress has been made in these schools as far as I have been able to ascertain.

4. Female schools.

75. The village committees have continued during the year to afford great assistance to the schools. The Deputy Commissioner has recommended 3 or 4 of the members of these committees as deserving special notice, and I have inserted their names in the annexed list.

Village educational committees.

Gurdāspur district.

1. Town schools.

76. The town schools in the Gurdāspur district are the same as were reported on last year. I subjoin a brief notice of each.

Kanjrūr.—All the classes very badly taught when I examined the school. The teacher was idle and spoken ill of by the people. He has since been removed, and a very well qualified man appointed.

Dehrā Bābā Nānak.—This school had recovered somewhat from the state of disorganization into which it had fallen in consequence of the terrible sickness of the previous year, but was still not as good as it should be. The English classes had made no progress, and were not well taught.

Kalānaur.—All the subjects excellently taught except arithmetic. Writing particularly good. English classes indifferent.

Dīnānagar.—A very good school in most respects, but some of the lower classes required more attention. English classes fair. The teacher, Teg Chand, has since been promoted to the school at Gurdāspur, and another man appointed in his place.

77. When I visited the towns in which elementary English schools were maintained I pointed out to the principal people how little was gained by the instruction of the boys in English in proportion to the cost, and I suggested that their sons would derive far more benefit if the funds now given to English were appropriated to making the Persian schools more efficient. When they quite understood my meaning they at once agreed with my suggestion, and the English classes have therefore been closed, and the funds spent on them have been devoted to the improvement of the staff of the Persian schools, and the appointment of the Arabic and Sanskrit teachers. This movement is undoubtedly one in the right direction, but I fear lest the desire for even a smattering of English may even now interfere with its permanency and success.

Abolition of the English classes.

78. The village schools have improved in attendance, and otherwise made progress. They were a good deal disorganized by the mismanagement of the late Chief Muharrir, but are now slowly recovering under a better system. The village committees in many cases give considerable assistance in promoting the interests of the schools.

2. Village schools.

79. The number of female schools has been increased by 4. The Dīnānagar school, which I have frequently mentioned in my reports, continues in much the same state as before. A few girls are brought on to be able to read and write fairly, and when they leave the teacher takes a few more in hand to prepare for examination. This is not satisfactory, but it is better than what is accomplished in most female schools. The other old school at Jaura has made no progress whatever. The new schools I have not yet seen, but of course little can yet be expected of them.

3. Female schools.

Central school at Gurdāspur.

80. I am glad to be able to report that the project of establishing a good Anglo-Vernacular school at Gurdāspur primarily for the benefit of the agricultural population has at last been carried into effect. In a former report (that for 1867-68) I described at length the origin of this movement. It began among the people themselves without any official influence being brought to bear on them, and before their proposals were accepted by the Deputy Commissioner every effort was made to ascertain if any of them entertained objections to contribute. The subscription took the form of a contribution of 4 or 8 annas per cent. on the land revenue, which gave an income of a little above Rs. 3,600 per annum. The first idea was to devote this sum to relieve all the boys of the district from the payment of fees in Government schools, but this proposal was so evidently inadmissible that I easily persuaded the subscribers to apply the funds to the establishment of a good school from which their own sons should be the first to derive benefit. This proposal has now been carried out, and the school has been opened at Gurdāspur. At present it consists of a middle and lower school, the former containing 72 and the latter 57 boys. Arabic and Sanskrit are taught in the middle school. Forty-five boys, sons of zamindars, have been selected from the town and village schools and sent in on stipends paid from the contributions. Several of the Municipalities have also contributed stipends for boys from their own towns, and a number of boys have come in to study at their own expense. To accommodate the boys who come in from a distance a large range of quarters is being built, and meanwhile they are put up in an old building near the school. The boarders are kept under careful discipline, and the rules in force in the Dehlī boarding house have been adopted. The boys daily practise athletic sports, and have already acquired considerable proficiency in them. A good staff of teachers has been appointed, and a grant-in-aid has been applied for, which I hope will be sanctioned this year. The whole is under the general management of a Native committee, of which Extra Assistant Commissioner Qāim 'Alī is President.

Siyalkot district.

1. Town schools.

81. The town schools of the Siyālkot district were inspected by Mr. Mackintosh, the Assistant Inspector. As his report was forwarded to you in original, I have not by me any means of giving a detailed account of them. Their condition was, however, generally satisfactory.

2. Village schools.

82. The village schools in this district are above the average of such schools. Mr. Mackintosh, who saw nearly all of them, reports very favorably of their condition, and the Deputy Commissioner, Major Jenkins, who evidently takes great interest in this part of his duties, also reports that they are making good progress and are gaining popularity.

Lahore district.

1. Town schools.

83. The town schools in the Lahore district were inspected by Mr. Mackintosh. The attendance on them has slightly increased. Mr. Mackintosh reports favorably of their condition, but I see from the returns that in the Qasūr school only 12 boys are learning Persian, which would imply that only this number has passed beyond the primer. I think there must be a mistake in the preparation of returns. English is only taught in the Qasūr school, and regarding it the Deputy Commissioner, Mr. Moore, writes:—"I examined the lads in portions of works they had not read, and their translations of English into vernacular and *vice versâ* were most creditable."

2. Village schools.

84. Two additional village schools have been opened in this district during the year, and the number of boys on the books shows improvement. Mr. Mackintosh reported that these schools had made good progress, and that he was particularly pleased with the proficiency of the lower classes in many subjects.

3. Female schools.

85. The same female schools are maintained as before, but they do not seem to make any progress. The Deputy Commissioner visited these schools and expresses great regret at finding so little real work being done in them. They have been in operation for 9 years, and the results have hitherto been so small as to be disheartening; at the same time I agree with Mr. Moore in thinking that it would be a mistake to abandon them. I consider that as they are open to inspection a really strenuous effort to improve them would probably be successful.

Gujrānwālā district. Excellent report from Mr. Macauliffe.

86. Mr. Macauliffe, who was officiating as Deputy Commissioner of Gujrānwālā for a short time, has sent me a very useful and interesting report of the state of education in that district. It is far the best report that I have received for a long time from any Deputy Commissioner, and shows that he takes deep interest in the progress of education, and is well acquainted with its operations in his district. I regret that the necessity of limiting the size of my report prevents me from making as copious extracts from Mr. Macauliffe's remarks as I could wish to do.

1. Town school.

87. There is still only one town school in the Gujrānwālā district, viz., that at Hāfizābād. Mr. Mackintosh's report of the schools in this district has not yet reached me, but Mr. Macauliffe states that no improvement appears to have taken place in the Hāfizābād school.

2. Village schools.

88. Mr. Macauliffe examined most of the village schools in this district, and reports that on the whole he believes that progress has been made though some of the schools are little more than nominal. The new scale of salaries has not been adopted in this district, and there appear to be still many teachers on Rs. 7, 6, and even 5 per mensem. It would be far wiser to close most of the schools and place the rest on a better footing. All the schools were examined by Tahsīldārs, and 50 selected boys were sent up for special examination at Gujrānwālā. Mr. Macauliffe personally superintended this examination, and awarded at its close scholarships to the 15 best boys to be held at the zil' school. In his local examinations of the village schools Mr. Macauliffe endeavored to check as much as possible the tendency that most teachers have to prepare a few show boys at the expense of the mass of their pupils; and if all district officers were to give the same amount of careful attention to the general condition of the schools under their charge, popular education would soon make marked progress.

3. Female schools.

89. I quote in extenso Mr. Macauliffe's remarks on female education in the district, with which I entirely agree. Regarding the re-appointment of Bhāī Dhyān Singh, the Commissioner remarks with justice that the recommendation of the committee shows how little they really care for female education, and how much they care for Dhyān Singh.

"In the time of Mr. Brandreth in 1865, there were 9 female schools opened in the city under the management of six male and three female teachers appointed by the committee and receiving a monthly pay of Rs. 5 per month. An old man, almost a cripple, Bhāī Dhyān Singh, was appointed as Inspector on Rs. 15, and his son as Chaprassi on Rs. 5 a month. The scheme was supposed to be advancing until the time of Mrs. Millett's inspection in April 1870. She reported very unfavorably of the schools, and Bhāī Dhyān Singh was dismissed. There has been since no supervision of the schools of any sort, and I hear from the inhabitants of the city that the education is nothing more than nominal. I asked the committee what the remedy was, and they said the best plan would be to rē-appoint Dhyān Singh. To this I could never consent. He had been dismissed by Colonel Babbage on Mrs. Millett's report, and I believe his efforts and supervision to have been almost *nil*. Indeed anything else could scarcely be expected. He is very infirm, and so old as to have arrived at the state of second childhood. I asked the committee if they would agree to the inspection of the schools by any of a few Christian ladies of the station I mentioned, and who I knew took an interest in the education of the people. Among them I mentioned the name of Miss Bose, the daughter of our Civil Surgeon here, an exemplary young lady of very fair English and Vernacular education. To her inspection of the schools the committee gladly assented, and offered to pay her Rs. 20 formerly given to Bhāī Dhyān Singh and his son. I asked her if she would consent, and she agreed to spend two days weekly on the inspection of the female schools of the city, but declined all pecuniary remuneration. I have every hope that Miss Bose will perform her honorary duty efficiently, and should her exertions in due time lead to the extension of education among the young females of Gujrānwālā, I consider she will be at least entitled to the honorable notice of the Government."

Mr. Macauliffe's remarks on the course of study.

90. Mr. Macauliffe at the conclusion of his report urges the importance of teaching more arithmetic and less Persian in our schools, and particularly insists on the value of a knowledge of the rules of proportion and interest to the trading, and especially to the agricultural classes. He considers that before a boy is taught Persian, he should be obliged to learn arithmetic. It would take too much space were I to state at length his opinions and arguments by which they may be met. It will suffice to say that while the study of Persian is very useful, both as a means of mental cultivation and as an aid to proficiency in Urdu, to reduce the amount of it taught in our schools would be the most unpopular measure we could adopt. Arithmetic too is taught from the very lowest class, and our aim is that the instruction in it should be systematically progressive, so that the pupils may by it not only learn practical education, but acquire methodical habits of thought. The result, it is true, falls far short of our aims, and it may be visionary to expect ever to attain them with such teachers as we have in village schools; but still to teach arithmetic as Mr. Macauliffe would appear to wish would be to throw away entirely our higher object without the certainty of imparting to the boys even mechanical facility in working sums.

Ferozepur district.

91. The schools of the Ferozepur district as stated above have not come under inspection during the year, and it is therefore impossible for me to give an account of their condition. Mr. Knox, the Deputy Commissioner, who takes an active interest in educational matters, reports that no particular progress appears to have been made. With the following remarks of Mr Knox I entirely concur. Arrangements have been made for the appointment of a District Inspector who will, I hope, be able to carry out Mr. Knox's views :—

"The crying want is a close supervision by an educated native official; he must have tact, experience, and an interest in his work; he should more or less live amongst his schools, and point out to the people the advantages of education, and by persuasion encourage as good attendance.

"The district officer sees a school once a year, and may be able to devote an hour in examining the boys; this is hardly sufficient encouragement to counteract the apathy that exists in educational interests."

GOVERNMENT JAIL SCHOOLS.

Jail schools. General statistics.

92. There are the same jail schools in this circle as at the end of last year. The number of prisoners under instruction has slightly diminished, viz., from 2576 to 2505. The number of female prisoners under instruction in the Lahore penitentiary has increased from 67 to 76. Fifty-eight of the prisoners are learning English, of whom 30 are in the Lahore central jail, 25 in the Gurdāspur juvenile reformatory, and 3 in the Siyālkot jail. More efficient teachers than formerly and on better salaries have been appointed to most of the jails, and consequently the cost of these schools has increased from Rs. 1,619 to Rs. 2,057, but whereas during the previous year Rs. 93 were expended from public funds, during the year under report the whole cost was borne by the prison labor funds.

Dr. Henderson's views of jail education.

93. Doubts are frequently expressed both by Officers in charge of Prisons and Educational Officers as to the benefits derived from jail education. I have always been of opinion that if properly encouraged and looked after the best results may be looked for from teaching prisoners to read and write, and Dr. Henderson, whose great experience in the management of a large jail gives his views unusual weight, quite concurs with me in this matter. In an interesting report that Dr. Henderson has sent me on education in Lahore jails he gives the following account of the plan he has adopted, and its success :—

"The education of prisoners has always been a hobby of mine, because I find that it has a very good effect in many respects, and gives the men some occupation during the hours they are not at work. It is very *up-hill work* to make prisoners take an interest in learning to read and write, and without some interest a man often continues for years learning the alphabet. My plan was to make progress in education one of the principal qualifications for promotion to the post of ward master. When a prisoner is very well behaved and hardworking I sometimes promote him to this stage even if he cannot read or write, but I make it a rule not to advance him to the next stage, namely, work overseer, unless he learns to read at least a little. Under this system a very great stimulus was given to education. I should mention that promotion carries with it recommendation for omission of a portion of the sentence once a year, and this is a very strong inducement for every prisoner to devote all his spare time to reading and writing, and as a matter of experience I find that any average prisoner under 50 years of age can, when he has an object to gain, learn to read easy sentences within six months, and no prisoner is ever promoted within a year of his entering the jail, and if a man will not exert himself sufficiently to learn to read within a year, I do not think he deserves to be promoted. The Darogah, who has had 20 years' experience of prisoners, has constantly pointed out to me the good effect education has in keeping the prisoners out of mischief, especially in the long hot weather days, and the prisoners themselves often remark this."

I may add that before starting for England, Doctor Henderson, at my request, sent to the Inspector General of Prisons an account of his views and experiences in the matter of jail education. This letter (No. 215, dated 29th March 1871), is extremely interesting, and if printed and circulated among District Officers and Managers of Jails might be productive of some good.

Mention of jails in detail.

94. I here give an account of the condition of the individual jails :—

Jalandhar.—The attendance in the Jalandhar jail school has improved. Fair progress has been made.

Dharmsālā.—The Dharmsālā jail school continues to work well, but the prisoners being only confined there for very short terms have not time to acquire very much.

Amritsar.—In the Amritsar jail school an inefficient teacher was appointed at the beginning of the year without my concurrence, but after a little correspondence he was removed and a better man appointed, under whom the school has worked well.

Lahore central jail.—The actual tuition in the central jail is carried on chiefly by educated prisoners, but under the supervision of a very well qualified teacher. 118 men have left the jail during the year, having learned to read and write fairly during their imprisonment. At the end of the year there were 117 men in the 5th and 6th classes, nearly all of whom could read and write pretty well, and a large number of men in the 7th class were ready for promotion to the 6th. On the whole good work has been done in this jail, though the school does not appear to have received as much encouragement in this as in former years.

Female penitentiary, Lahore.—In the female penitentiary about 76 out of 180 women receive regular instruction. 16 of the most intelligent of them are taught daily by a munshī in presence of the matron, and they instruct the rest. These 16 have learned to read and write very fairly, so that some of the jail registers are kept up by them.

Thaggī school.—The teacher of this school was discharged at the end of last year, and the school is taught by one of the jail munshīs All the children are under instruction, and many of them have made good progress.

Gurdāspur.—Mr. Pearson examined the Gurdāspur jail and did not report favorably of its condition. At his suggestion a teacher has been appointed specially for the juvenile reformatory which forms part of this jail, and it is to be hoped that this will lead to some improvement being made.

Ferozepur.—The Ferozepur jail school has not done so well this year as formerly, the teacher though competent appears to have been idle.

Siyālkot.—The Siyālkot jail school was inspected by Mr. Mackintosh, who reported on the whole favorably of it.

Gujrānwālā.—Mr. Macauliffe, Officiating Deputy Commissioner of Gujrānwālā, reports as follows regarding the jail school:—

"I am not at all pleased with the progress of the jail school. Prior to July 1870 the prisoners were only instructed by the educated *barkandāzes*, who received among them Rs. 10 for the duty. After that date a teacher was appointed on Rs. 20 who, whatever his attainments may be, has not his heart in his work. I hope myself to have leisure to attend to this school when the expected Deputy Commissioner arrives."

SECTION III.—AIDED INSTITUTIONS.

SCHOOLS FOR EUROPEANS AND EURASIANS.

Lahore high school.

95. These schools are the same as before. The Lahore high school has continued to make good progress under its able Head Master, Mr. Thompson. The number of boys has increased from 28 to 31, and efforts are being made to increase the number. There is a large number of boys living at a distance from the school who are too young to walk so far, and whose parents are unable to keep a conveyance to take them to school. In order to enable such boys to attend, arrangements have been made to maintain a carriage which shall go round and collect the scholars in the morning and take them back to their homes when the school is over. Subscriptions have been raised, and one of the Railway omnibuses has been purchased and adapted for this purpose. The cost of the school has risen from Rs. 3,375 to Rs. 4,820, of which sum Government contributed Rs. 1,854. The fees have increased from Rs. 1,237 to Rs. 1,329. Mr. Caldwell, the 2nd Master, has left, having obtained employment in this department.

Anarkalī girls' school.

96. The Anarkalī girls' school was examined by Mrs. Mackintosh, who reported that all the branches of study were well taught, but that sufficient attention was not paid to plain needle-work, which should form an important part of the education of the class of girls who attend this school. None of the books required by the grant-in-aid rules appear to be kept up, though they formerly existed. The attention of the Manager has been drawn to this. The number of girls has fallen from 31 to 26, but the cost of the school and the Government grant remain about the same as before.

Lahore Christian girls' school.

97. The Lahore Christian girls' school has prospered during the year. The number of girls has increased from 22 to 35, and the amount collected in fees shows a corresponding increase. The school is well taught, and carefully supervised.

SCHOOLS FOR NATIVES.

Higher and Middle Class Schools.

Higher and middle class schools.

98. There are now 4 institutions entered in the return of higher class schools, the school of the American Mission at Gujrānwālā, which passed some candidates at the late Calcutta University entrance examination, being now for the first time included in this grade. The middle class schools are the same as those entered in the returns last year, with the exception of the school last mentioned. There appears to me to be no necessity for giving, as in former reports, general statistics of these classes of schools, and I therefore proceed to give a brief account of each school.

Results of entrance examination.

99. The following table shows the schools that sent up candidates to the Calcutta University examination and the success attained by them. The success of the Amritsar Mission school in this examination was much greater than on any previous occasion:—

Name of school.	No. of candidates.	No. who passed in			Total passed.	No. failed.
		1st division.	2nd division.	3rd division.		
Lahore Mission school	5	1	1	2	4	1
Amritsar ditto	7	...	4	1	5	2
Jalandhar ditto	4	...	1	2	3	1
Kāngrā ditto	1	...	...	1	1	...
Gujrānwālā ditto	2	...	1	1	2	...
Total	19	1	7	7	15	4

Results of middle school examination.

100. The names of the schools that took part in the middle school examination and the number of boys who passed from each is shown in the following table. I may mention that the boys of Siyālkot and most of those of the Amritsar Mission schools took in the optional subjects Persian and history:—

Name of school.	Number of candidates.	Number passed.	Number failed.
Lahore Mission school	15	2	13
Amritsar ditto	10	7	3
Jalandhar ditto	13	10	3
Ferozepur Aided school	7	3	4
Siyālkot Mission school	10	6	4
Wazīrābād ditto	3	2	1
Total	58	30	28

Different system of classification in Mission schools makes comparison with Government schools difficult.

101. The Mission schools that are entered in the returns of the higher grade include those classes which in Government schools would be reckoned to belong to the middle and lower schools. This point should be kept in view, as otherwise any comparisons between Mission and Government schools in the same town would be entirely fallacious. Again, in Mission schools, though they sent in their boys to the middle school examination, the promotion of boys to the upper classes is not generally affected by their success or want of success in that examination, whereas in Government schools a boy cannot be promoted from the middle

to the upper school until he has passed this examination. In the Church of Scotland Mission schools, however, the Government system has been adopted, and appears to be working well, while in the Church Mission school at Amritsar an effort is made to adopt the system as far as can be done without giving offence to the pupils.

American Presbyterian Mission school, Lahore.

1. Main school.

102. The number of pupils in the Lahore Mission school has decreased by one during the year, though the average number of names on the books for the year was much higher. There were at the end of the year 363 boys in the main school. As none of the boys passed the middle school examination, the proportion of boys in the upper, middle, and lower schools respectively may be taken to be about the same as in the year before. The cost of the school has diminished to a very large extent, viz., from Rs. 15,565 to Rs. 10,664, and the cost to Government from Rs. 7,478 to Rs. 5,220. The fees have largely increased, viz., from Rs. 742 to Rs. 1,200. A much larger proportion of the boys than formerly is learning Urdu and Persian, and efforts are being made to improve the instruction given in these languages.

2. Branch schools.

103. It will be convenient to notice in this place the branch schools of this Mission which are entered in the list of lower class schools. The number of these schools has increased from 16 to 18, but the number of boys has fallen off from 1114 to 1095. This decrease in numbers is very small indeed when two changes in the constitution of the schools, which could hardly have been otherwise than unpopular, are considered. They are the following :—

In last year's returns the rate of fees was put down at from half to one anna, it has now been increased apparently to a uniform rate of 1½ anna, and must have been much more strictly levied, as the collections for the year amount to no less than Rs. 1,129, against Rs. 344 realized in the previous year. Again, it was formerly the custom to teach all the boys English, and this appears now to have been partially discontinued, as the number of English schools at the end of the year under review was only 563, against 1114 at the end of the previous year. The cost of the schools was Rs. 4,602, or about Rs. 200 more than in the preceding year.

Church Mission schools, Amritsar.

1. Main school.

104. The number of boys in the Amritsar Church Mission school has decreased from 182 to 155, and the amount realized in fees from Rs. 326 to Rs. 310. The cost of the school has slightly increased, while the Government grant remains the same. The success of the boys at the University and middle school examination shows that great care has been taken in their instruction. The Revd. Mr. Townsend Storrs, who continues in charge of the school, is unremitting in his efforts to maintain it in a thoroughly efficient state, and I can safely affirm that it never was in better order than it is now.

2. Branch schools.

105. The branch schools are still 6 in number, but the number of pupils in them has decreased from 787 to 605. The causes of this falling-off are doubtless the raising of the rate of fees, which have produced this year Rs. 320, against Rs. 302 in the previous year, and the discontinuance of the teaching of English to all the boys who desired it. At the end of 1870-71 there were only 88 English students, against 268 in 1869-70. The number of boys learning Urdu has increased by 20.

American Presbyterian schools, Jalandhar.

1. Main school.

106. The Jalandhar Mission school maintains the high character it has always held. The number of boys has very slightly decreased, but the fees have increased to Rs. 544, or Rs. 120. The cost of the school, and the Government contribution to it, were nearly the same as in the preceding year. This school is most carefully taught and supervised, and is a very efficient and popular institution. As I have explained in former reports the curriculum differs widely from that adopted in all Government and many Aided schools, inasmuch as instruction in all subjects of general knowledge is given through the medium of English.

2. Branch schools.

107. The 3 branch schools remain and are conducted on the same plan as before, *i. e.*, they are purely Urdu-Persian schools. The number of boys, fees, and cost of these schools show no material change from the previous year. These schools are useful and popular, and contribute many boys to the main school.

American Mission school, Gujrānwālā.

108. The grant to the Mission school at Gujrānwālā was increased at the beginning of the year from Rs. 50 to Rs. 85 per mensem. The number of boys attending it increased from 360 to 446, but the amount collected in fees is still ridiculously small, being only Rs. 79-11-7 for the whole year, or an average of 3 pie per boy per mensem. The whole cost of the school has increased

from Rs. 2,101 to Rs. 3,810, and the staff of teachers has been improved though still too weak for so large a school. The number of boys learning Persian has greatly increased, viz., from 49 to 128, and the number of the Pandas' boys has diminished from 105 to 79, which is a healthy sign. Both Mr. Pearson and I were unable to examine this school, but I hope to do so shortly. Mr. Mackintosh was directed to inspect it, but has not yet sent in his report.

American Presbyterian Mission school, Jalandhar cantonment.

109. The Mission school in the Jalandhar cantonment is in fact a branch of the city school. It teaches boys up to the middle school standard, and they are then transferred to the main school. The number of boys has increased, but the fees have fallen off. The staff of teachers has been improved, and the work done has been satisfactory.

Church Mission school, Kāngrā.

110. The Church Mission school at Kāngrā shows a lamentable falling-off in attendance, the number of boys at the end of the year being only 24. This great reduction was due to a religious panic in the town which I am happy to say has since subsided. The school has now recovered its usual attendance; one boy passed the entrance examination of the Calcutta University, and was the first of this school who has attained that distinction. The staff of teachers is the same as last year, and in many subjects the boys have been well taught, though on the whole the school is much inferior to most of its classes. There is a want of system in the course of instruction given that must weaken its efficiency. Attention is now being directed to introduce the same classification for English and Persian which will make the work of the school much simpler and more efficient. The Reverend N. Merk is still in charge of this school.

Church Mission school, Dharmsālā.

111. The Mission school at Dharmsālā is also under Mr. Merk. It is still held in the very unsuitable loft in which I found it two years ago, but Mr. Merk hopes to be able to build a house for it before long. The school is a very inferior one. The classes are in great confusion, and the boys have been pushed on too fast. The master is inefficient.

Church Mission school, Jandiālā.

112. From Mr. Pearson's report of the Jandiālā Mission school I do not gather that it has made any progress. The highest class was the same as at the end of the previous year, and the performance of the boys was only moderate. Five boys passed the lower school examination, making 15 in all in the middle school, or the same number as at the end of 1869-70.

Regimental school of 4th Gurkhās, Bakloh.

113. The Gurkhā school at Bakloh is in much the same state as when I last reported on it.

Church of Scotland Mission school, Siyālkot city.

114. Last year the main and branch schools of the Church of Scotland Mission in Siyālkot were shown in separate returns. They are now amalgamated. The number of boys in the main school consequently shows an apparent increase from 106 to 152. The Government system of classification has been adopted, and the instruction given appears to be above the average. Mr. Mackintosh examined the school lately and reported very favorably of it.

Church of Scotland Mission school, Siyālkot cantonment.

115. The Scottish Mission school in the Siyālkot cantonments also teaches up to the middle school standard, and is under the same management as the city school. The number of students is nearly the same as reported last year, but the amount collected in fees has very largely increased, viz., from Rs. 57 to Rs. 126. The cost of the school has also increased by nearly Rs. 300.

Church Mission school, Nārowāl.

116. Mr. Pearson inspected the Mission school at Nārowāl, and reported that though some progress appeared to have been made since the last inspection, the general condition of the school was not as good as it should be. One good feature in this year's work is that the number of boys learning Urdu and Persian has nearly doubled. The middle school contains the same number of boys as when I inspected it in 1869-70.

Adult schools, Lahore.

117. The two adult schools in Lahore continue to work well. It is a pity that they cannot be amalgamated, as I suggested last year.

Anglo-Vernacular school, Lahore.

118. The Government grant was withdrawn from the Anglo-Vernacular school in July, but I believe it is still carried on as an infant school for Bengalis.

Anglo-Vernacular school, Miān Mīr.

119. Last year I reported that the Anglo-Vernacular school in the Miān Mīr cantonments was in a very disordered condition, but that I was in communication with the Cantonment Magistrate regarding measures being taken to re-organize it. Major Basevi, who was then officiating for Captain Stewart, readily adopted my suggestions, and some efficient teachers have been appointed, under whom the school has been brought into much better order. The zil' school scheme of studies has been thoroughly adopted, and there are 44 boys in the middle school.

Church of Scotland Mission school, Wazīrābād.

120. The Scottish Mission school at Wazīrābād, like all those belonging to the same Society, is well taught and carefully superintended. The number of boys has considerably increased, and the number in the middle school is now 53. The fee-collections have increased from Rs. 60 to Rs. 98.

Anglo-Vernacular school.

121. The Ferozepur city school, formerly a zil' school, shows a slight falling-off in the attendance, but in other respects is in excellent order. The number of boys at the end of the year in the main school and its branches was 441, of which 66 belonged to the middle school. The amount collected in fees was Rs. 437, or Rs. 33 more than in the previous year. The school has been most judiciously managed by Lālā Dhanī Rām, the Head Master, who has been well assisted by his subordinates. The branch schools are in good working order, especially the one under Maulavī Ahmad Khān, which is an excellent specimen of a primary school. The Municipal Committee have liberally increased their grant to the school by Rs. 35 a month, which, with the Government equivalent, will enable me to give promotion to the teachers who have deserved it, and to increase the staff in some of the branch schools that are at present under-mastered.

Anglo-Vernacular school, Ferozepur cantonments.

122. The Anglo-Vernacular school in the Ferozepur cantonments remains in about the same condition as it was in last year. It is a popular and useful institution, giving a very fair middle class education, but to make it thoroughly efficient it requires more funds for its support.

Lower Schools.

Aided lower schools.

123. Of the lower class Aided schools I have already noticed all those that are branches of schools of a higher class, and there remain only two, both of which have been deprived of the Government grant during the year. The school at Kanyārā, as I mentioned last year, fell to a very low state indeed, and the grant was withdrawn in July. I may mention that since then Mr. Shaw intends to apply for a renewal of the grant. The other school from which the Government grant was withdrawn was the boys' orphanage at Amritsar. Very few boys remained in this institution, and those that there were could be taught in the Mission school in the city. Hence the Missionaries applied for the withdrawal of the grant.

Female Schools.

Aided female schools. General statistics.

124. The number of Aided girls' schools in this circle has again diminished, there being only 188 at the end of the year compared with 224 at its commencement. Of the 56 schools closed no fewer than 29 were in the Siyālkot district, 12 in the Jalandhar, and 11 in the Kāngrā district. The reason for the closing of so many schools was mainly that, owing to the reduction of the octroi duties the funds necessary for their maintenance were not available. The number of girls under instruction has fallen from 5598 to 4669. The cost of these schools has diminished from Rs. 30,103 to Rs. 26,617, and the cost to public funds from Rs. 14,066 to Rs. 12,748. No fees are taken in the female schools.

General condition.

125. Of many of these female schools I have already written when treating of the districts in which they are situated, and of the primary schools in Lahore and Amritsar I will write when I come to mention the Normal schools with which they are connected. Of the rest there are few that require special notice. The two schools at Hushyārpur, established by the American Presbyterian Mission, which I mentioned in para. 75 of my last report, but which appear now for the first time in our returns, have worked well during the year. The best of the girls' schools are undoubtedly those in the Siyālkot district, which are more systematically managed and more carefully and frequently inspected than elsewhere. Mrs. Mackintosh inspected these schools and was much pleased with their condition. Mrs. Mackintosh has also sent in a very favorable report of the Lady Lawrence girls' schools at Amritsar, which appear to have made great progress during the year.

Hindu private schools.

126. In my last report I mentioned that Sardār Bikramā Singh and Kaur Sochet Singh, brothers of the late Rājā of Kapūrthala, who maintain at their own cost 11 girls' schools in the city of Jalandhar, had expressed a desire that their schools should be regularly inspected, and that Mr. Saunders, then Deputy Commissioner, had made arrangements for complying with their wishes. I regret to say that this excellent plan has not been carried out.

Indigenous Schools.

Schools at Jalandhar and Fatehgarh.

127. Of the indigenous schools, the usual return of which is sent herewith, there are only a few that call for special mention. The two schools of Khalīfā Ibrāhīm at Jalandhar and Maulavī Muhammad 'Alī Shāh at Fatehgarh, continue to receive the Government grant. The former is reported by the Deputy Commissioner to be going on well, and the instruction given in it to be improving. The same cannot be said of the Fatehgurh school which has suffered much from the loss of its former able teacher, and though the attendance on it is as large as ever, the instruction is by no means as good as it used to be.

Moravian Mission school, Lāhoul.

128. I am happy to be able to report that since last year the Moravian Mission at Lāhoul has been able to secure the services of a more efficient Urdu teacher than they had before. I have not been able to see the school at Kyelang since I last reported on it, and I have not received from Mr. Heyde any account of its recent progress, but with a better teacher I have no doubt that it has been doing well. The Mission is beginning to extend its operations by establishing schools in several of the villages, and they have already met with a certain amount of success. There is no doubt that since the establishment of the school at Kyelang a great willingness to receive education has been developed among the people of Lāhoul, and this has received striking proof by the fact that from among the Lāhoulīs who went down to pass last winter in Kūlū no fewer than 11 boys voluntarily entered the Sultānpur school, and several of them made good progress in Urdu.

Gardening school, Lahore.

129. The boys in the gardening school at Lahore have made good progress. They are taught just enough reading, writing (English and Urdu) and simple arithmetic as will be useful to them in their after life as gardeners, but not enough to make them aspire to become munshīs. Doctor Brown informs me that many of the boys are already becoming of great use in the gardens, and he expects to turn out some excellent gardeners from among them.

Lahore University College school for Maulavīs and Pandits.

130. I do not like to leave the subject of schools for general education without some allusion to the educational operations of the University College, though perhaps this institution does not properly come among those on which I should report. The University College has no teaching staff for subjects of general knowledge except in the school for Maulavīs and Pandits. The objects of this school are generally so well known that it would be idle for me to recount them here. Arabic, Sanskrit, and Persian are taught in it up to an advanced standard, and the students are also obliged to learn the elements of Arithmetic, Algebra, Euclid, History, and Geography. In the latter subjects they were examined, at the request of the Registrar, by the Head Master of the Lahore Normal School, a copy of whose report I annex for your information. You will see that in Arithmetic few of the students knew the compound rules, in Algebra few were able to do simple division, and in Euclid most failed to solve an easy deduction from the 1st book. It seems to me that it would be better policy to postpone the study of Algebra and Euclid until the students had acquired a good knowledge of Arithmetic.

School at Chambā.

131. I also desire to mention briefly an Anglo-Vernacular school established in the Native State of Chambā. This school was originally commenced as a vernacular school, as Colonel B. Reid, the Superintendent of the State, rightly considered that the boys should acquire a knowledge of elementary subjects through the medium of Urdu before they commenced English. At the commencement of the year under report, a good foundation having been laid by the Persian teacher, an efficient English master was appointed, and when I examined the school in September excellent progress had been made. 63 boys were entered on the books. The Government scheme of studies for zil' schools had been adopted and carefully adhered to, the highest class then being the 4th of the middle school. The school-house is a commodious building in an airy situation on the edge of Chaugaun, where the boys daily practise cricket and athletic sports.

INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

GOVERNMENT NORMAL SCHOOLS.

Lahore Government Normal school.

132. The Lahore Normal school is the only Government institution for professional education in this circle. The number of students in this institution has very slightly increased, viz., from 116 to 120, but the average daily attendance shows great improvement, having risen from 76 to 96. The total cost of the school has increased from Rs. 11,335 to Rs. 13,907, and the cost to Government from Rs. 4,497 to Rs. 5,420. The average cost of educating each pupil has likewise risen from Rs. 111 to Rs. 119, and the cost to Government from Rs. 44 to 46. The reason of this increase of cost has been the higher rate of stipends which it has been found necessary to give and which were only given during a small portion of 1869-70.

Results of examination.

133. There were altogether 27 candidates at the two final examinations for certificates held during the year under report. Of these 6 failed to get the requisite number of marks, the greater number of failures (5) occurring in the October examination, when many of the students had been suffering for some time from the fever which is so prevalent at that season. Of the 22 who passed 6 obtained certificates of the 2nd grade, 10 of the 3rd, and 6 of the 4th grade. These results are far more favorable than those of the preceding year, when 12 men failed out of 30, and only 2 obtained certificates of the 2nd grade. In the elementary examination great improvement is visible in the performances of the candidates. In 1869-70 out of 51 candidates 26 failed to pass, whereas in the year under review out of 76 men 67 passed, and 9 only failed. This seems to show that the sytem of giving higher stipends is already attracting a better class of men to the normal school.

Improvement effected in teaching method.

134. Efforts have been made during the year to improve the instruction in the art of teaching, and Mr. Rodgers, the able Principal of the C. V. E. Society's Normal school at Amritsar, has very kindly given great assistance in this matter. With the staff that we have at Lahore it is very difficult to give any instruction in this important branch of normal training as yet: it is impossible to effect any material alteration in the staff until the whole system of our normal schools is changed and a proper building provided. In spite of the difficulties he had to encounter, the present Head Master has made some fairly successful endeavours to impart to his pupils some knowledge of the art of teaching, and the progress in this matter if not great has been encouraging.

Mention of the teaching staff.

135. Mr. G. Lewis, B. A., the former Head Master, left the school during the year on his appointment to officiate as an Extra Assistant Commissioner. He was succeeded by Bābu Partāb Singh, who has worked with great energy, tact, and zeal, and has maintained the high character that he previously bore. The other teachers have also worked to my satisfaction.

State of the building.

136. The building is still in the same wretched condition that I have frequently reported, and continues as unhealthy as ever. A proposal was made to transfer the school temporarily to one of the vacant barracks at Amritsar, but the teachers and pupils of the school showed a great dislike to this arrangement, which has not been carried out. A good normal school is the foundation of all popular education, and a normal school can never be really effective unless it is located in a proper building with all necessary educational appliances about it. The building at present occupied is unsuitable in every single respect, and until a proper one is provided it is hopeless to look for any material improvement in the school. This subject cannot be too forcibly pressed on the notice of the Government.

Aided normal schools.

General statistics.

137. There are the same 6 Aided normal schools as were reported last year, 5 of them being for women and one for men. At the close of last year there were studying in these schools 23 men and 142 women, making in all 165 students. At the close of the year under report there were 28 men and 121 women, or 149 in all, showing a falling-off of 16. This has been caused by the closing of the female normal school at Kangra, to which I shall allude below. The cost of these schools has increased from Rs. 21,422 to Rs. 23,496, and the cost to Government from Rs. 14,408 to Rs. 15,386.

Female normal school, Lahore.

138. Of the female normal school at Lahore I have little to report. It was examined by Mrs. Mackintosh, whose report was forwarded to you, and who expressed an opinion that fair progress has been made. There is something, however, unsatisfactory about the condition of the school, which is now under investigation. Arrangements have been made for the appointment of a lady superintendent, who will be able to devote the whole of her time to the management of the school, in place of the present lady much of whose attention is necessarily directed to Mission work. The primary schools do not appear to have made such progress as might have been expected, but doubtless they will improve when some of the female teachers now under training are appointed to them.

Female normal school, Jalandhar.

139. Miss Archer, who was appointed to the charge of the Jalandhar normal school, having found the work beyond her powers, left for England during the year, and her place was taken by Miss Golak Nāth, who has been very successful in her management of the school. Mrs. Mackintosh, who examined this school recently, reports that the students are divided into two classes, both of which answered very creditably in reading, dictation, arithmetic, geography, history, and grammar. Mrs. Mackintosh says that there is not much difference between the attainments of the two classes, and expresses herself much pleased with the aptness displayed by the pupils in general and their quickness in answering her questions. A practising

school was established in connection with the normal school a few months back, and the children in it have made good progress, several having learned to read well.

Girls' schools at Jalandhar city.

140. The other girls' schools in the town of Jalandhar were also examined by Mrs. Mackintosh, and as her report did not reach me in time to quote from it in the proper place, I think it desirable to give a brief account of them here. About 8 of the 19 schools in the city and suburbs are reported as being good, reading, writing, arithmetic, and geography being very fairly taught in them. All will probably be much improved when the women trained in the normal school are appointed to teach in them.

Female normal school, Kāngrā.

141. The female normal school at Kāngrā proved to be a failure. The teachers were found to be inefficient, and the students were mere children, who had no intention of becoming teachers. The school was therefore closed, but the Deputy Commissioner hopes to be able to re-open it soon on a really efficient footing.

Female normal school, Amritsar.

142. The Amritsar female normal school has continued to work steadily during the year under Mrs. Rodgers, whose salary, I am glad to be able to report, has been raised to the full amount originally promised. It was examined orally, and by means of written papers, by a Committee composed of one native gentleman of each religion, and the written answers were sent to me for inspection. The questions were not of a very searching character, and the results of the examination did not appear to develop the actual attainments and merits of the examinees. At Mrs. Mackintosh's examination much better results were arrived at, and all the classes appeared to have made great progress. Funds have been provided for the erection of a proper building on a fine site, and I trust that it will be completed before the end of the present year. None of the students have yet been appointed teachers, but it is expected that some will be sent out this year.

Primary schools.

143. Mrs. Mackintosh has just sent me a full report on the condition of the primary schools. All the Urdu schools, 10 in number, she found to be in good order, as well as 6 of the Hindī schools. In most of the Hindī schools there was a great want of books, and in many of them only the Granth or other religious books were being taught. In the latter schools the education given could be nothing more than nominal, as the books taught are not written in the spoken language of the present day, and are in few instances understood even by the teachers. Many of the school rooms are reported to be extremely small and unsuited to the requirements of the schools. In one school the girls sat in a lane.

Christian Vernacular Education Society's normal school, Amritsar.

144. The number of students in the Christian Vernacular Education Society's normal school has increased from 23 to 28. The school has been moved into the new building, which affords splendid accommodation for it. There appears little need for me to say more regarding this institution than that the same high class of instruction is still imparted in it as has been frequently before reported. A number of students have completed their course during the year and obtained employment.

Female normal school, Siyālkot.

145. The Siyālkot female normal school was examined by Mrs. Mackintosh and reported to be in excellent order. Several of the students were found to be sufficiently well advanced to become teachers in primary schools, and all the arrangements were highly satisfactory.

Conclusion.

146. In conclusion I must express my thanks to all the District Officers with whom I have been brought in contact for the consideration they have shown to my suggestions, and the assistance they have invariably given me; but I would particularly mention the following officers as having been the most conspicuous in their exertions in support of education :—

Lieutenant-Colonel Hall, Deputy Commissioner, Jalandhar.
Lieutenant Gordon, Assistant Commissioner, Jalandhar.
Leslie Saunders, Esquire, Officiating Deputy Commissioner, Hushyārpur.
Lieutenant-Colonel Mercer, Deputy Commissioner, Kāngrā.
Major W. Davies, Officiating Commissioner, Amritsar.
H. W. Steele, Esquire, Officiating Deputy Commissioner, Gurdāspur.
Major Jenkins, Officiating Deputy Commissioner, Siyālkot.
M. Macauliffe, Esquire, Assistant Commissioner, Gujrānwālā.
F. E. Moore, Esquire, Officiating Deputy Commissioner, Lahore.
G. Knox, Esquire, Officiating Deputy Commissioner, Ferozepur.

C. W. W. ALEXANDER,

30TH MAY, 1871. *Inspector of Schools, Lahore Circle.*

RAWAL PINDI CIRCLE.

INSPECTOR—C. PEARSON, ESQ., M. A.

I have the honor to submit my report for the year ending 31st March 1871.

Districts of the Rāwal Pindī circle.

2. This circle consists of the same districts as last year. They are 8 in number. Rāwal Pindī, Jehlam, and Gujrāt have been in my charge since 1865. The 5 Frontier districts, Hazārā, Peshāwar, Kohāt, Bannū, Derā Ismāil Khān, were included in the Rāwal Pindī circle rather less than two years ago. After making my first tour of the Frontier schools I brought to your notice that in most places they are too few and too far apart to be visited in the usual way without a disproportionate expenditure of time and money upon inspection. You were of opinion that it would be sufficient for me to visit the head-quarters only of such districts, and that the annual examinations might be held by the Deputy Commissioner and his Assistants. I am not aware that any definite plan has yet been approved, but during your absence on leave, from November to March, I was allowed to carry on the office-work of this circle while acting for the Inspector of the Lahore circle. This arrangement was convenient in many respects, and, excepting that I have had no time to visit Bannū and Derā Ismāil Khān, has been attended with no disadvantages. In future I propose to devote a month of the marching season to Kohāt, Bannū, and Derā Ismāil Khān, and the time gained from those districts may be given to Hazārā, where the educational cess will come into operation immediately.

General statistics.

3. The following abstract from the statistics of the circle will serve to give a general idea of the subject of my report, the several sections of which are founded sometimes upon merely financial distinctions. There are 222 schools open to inspection, containing about 12,000 pupils. Of these 188 are district Vernacular schools, with 9,435 boys, costing annually something less than Rs. 30,000, and crediting to fees about Rs. 500 only. Zil' schools and Mission schools are 9 in number, and together with their branches educate 1,650 boys, at a cost of Rs. 36,000. Fees amount to Rs. 6,000. In these schools about 600 boys are learning English, at a cost of Rs. 30,000. From this it appears that English education is sixteen times as expensive* as Vernacular education, and that the average cost for each student in the one case is Rs. 50 yearly, and in the other case Rs. 3. This result, which agrees very much with experience elsewhere, depends upon circumstances which are beyond our control.

I have omitted from the above account 112 female schools, only 4 of which are under strict supervision. For the remainder Bedī Khem Singh receives an annual grant of Rs. 3,700. Very little is known about these schools, but it is believed that they are the ordinary religious schools of the country, and that the grant-in-aid merely serves to make the position of the schoolmaster more comfortable than it was formerly, and to relieve his constituents of a portion of the burden of supporting him.

4. There is a great difference in the character of the schools which I see on the Frontier and those of Rāwal Pindī, Jehlam, and Gujrāt. In the latter an average village school may consist of 50 boys, of whom 20 can read and write sufficiently for practical purposes, besides others who come prepared in the whole of their class-books, and display no little eagerness to be examined. On the Frontier a village school commonly numbers 15 or 20 pupils, of whom half-a-dozen may pass some sort of examination, but whose reading has been influenced as little as possible by the prescribed course of study. Probably the prejudices of the Pathāns and the poverty of the Hindūs may account in a great measure for this unsatisfactory contrast. But whatever may the cause, I am not aware of any insuperable difficulties in the way of education, provided that the Civil Officers take up the work seriously and energetically. Without this stimulus I do not feel able to accomplish much, but if the schools are once put on a proper footing by the local authorities, this department will have something to work upon as elsewhere.

* This comparison is not altogether correct. In zil' schools boys are required to possess some knowledge of reading and writing the Vernacular, and of arithmetic, before they commence the study of English. The annual cost of an English education for each boy, therefore, should be compared with the annual cost of Vernacular education for boys who have made equal progress.—W. R. M. H., *D. P. I.*

A few years hence the Normal school will have turned out a considerable number of competent teachers who will carry with them a spirit of education which at present is not found to exist. Hitherto a school on the Frontier has so often been a sinecure, that the people seem to imagine that the object of Government is fully satisfied when a certain sum of money has been spent upon education without regard to the results produced, just as a devout barbarian bestows charity for the good of his own soul. They have yet to learn that we expect schoolmasters to work as hired labourers, not to idle like fakīrs.

Necessity for supplementing the educational cess from other sources.

5. In the other portion of my circle there is a difficulty of an opposite kind.

Every year more boys fill the classes from below, and to carry on the work properly it is absolutely necessary to increase the expenditure.

For instance, a school containing 40 boys is managed by a single teacher on Rs. 7 a month. Next year there may be 60 or 70 boys, most of them making good progress. For their education at the present stage, and to ensure a further development, it will be necessary to raise the pay of the teacher, to give him an assistant, to allow small stipends to two or three of the senior boys who will give valuable help in the lowest class, and perhaps to enlarge or rebuild the school-house. If all this is done, another year will see a hundred boys on the rolls and a better style of work than ever, but the permanent cost of the school will have been more than doubled. A case of this kind, which is by no means uncommon, and indeed should be the natural course of most schools, will generally be found to occur where a village is populous and wealthy. The most suitable source to meet additional expenditure upon such a school is undoubtedly to be found in the public funds of the village, and I hope that these may be made available for the purpose.

At present in Gujrāt, Jehlam, and Rāwal Pindī the district schools are much crippled for want of money.

SECTION I.—CONTROLLING AGENCIES.

Superintendence.

6. There is at present a Deputy Inspector of the circle, Maulavī Safī-ullah, who is about to retire on account of defective eyesight from which he has long suffered. For more than a year his duty has been confined to the superintendence of the schools in Bannū and Kohāt. The post of Chief School Muharrir of Bannū has remained vacant in the meantime, excepting for three months in the last cold weather when Safī-ullah was away on leave. As there are only 5 village schools in Kohāt it is probable that the two districts will continue to be visited by a single Native Superintendent; and until the Cess schools are established in Hazārā, it may be convenient to join that district with Peshāwar in the same manner. The School Muharrir of Derā Ismāil Khan, Muhammad Amīr, a very worthy man, was accidentally drowned while crossing the Indus during the rains. He was succeeded by Ghulām Muhammad Khān, Head Teacher of the Aided Vernacular school at Peshāwar. The School Muharrirs of the remaining districts—Rāwal Pindī, Jehlam, Gujrāt, Peshāwar—have not been changed.

Work during the year.

7. Although this report properly includes the financial year—April 1st to March 31st—1870-71, it is always convenient to carry it on to a later date in order to describe the annual inspections which last year were finished at the end of April, and in the present year not before the latter half of May.

During the last hot weather I visited Gujrāt, Jehlam, Peshāwar, and Kohāt, and I was also occupied at Rāwal Pindī or Murree with work which I need not describe here. In September and October I took a month's privilege leave, when Mr. Thompson of the Multān circle acted for me in addition to his own duties. On the 1st November I commenced my tour, marching through Hazārā, Peshāwar, and part of Rāwal Pindī. A few days before the Christmas holidays I went to Lahore to officiate as Inspector of that circle. I returned to Gujrāt on the 10th March, and then inspected Gujrāt, Jehlam, and the remainder of Rāwal Pindī district. I also visited Kohāt and saw something of the village schools there. My last inspection in the district was on the 4th May, but the examinations of the Normal school and Mission schools at Rāwal Pindī occupied me till the 20th. The climate north of the Salt Range makes April the pleasantest month in the year for my tour, while from length of day it is the most convenient for getting through work.

The districts of Bannū and Derā Ismāil Khān have not been visited by me at all since February 1870, as I have explained above.

Local Committees.

8. There is a Local Committee of Public Instruction for Gujrāt zil' school, and another at Kohāt. At Kohāt the Committee, under the guidance of the Extra Assistant Commissioner, Muhammad Hyāt Khān, have done a good deal for the zil' school. At Gujrāt the working members of the Committee are not intelligent men, and have not done much, because they do not know what to do. At Jehlam I hoped to get a Committee for the zil' school, but the Deputy Commissioner was of opinion that there were no native gentlemen of sufficient mark to do service in this way. In Jehlam and Gujrāt Pargana Committees have been formed to watch over the interests of the district schools. In time these Committees may become useful, but hitherto their good offices have been confined to the exercise of a benevolent neutrality.

Work of Tahsīldārs.

9. Excepting the School Muharrir no one can exercise so much influence over district schools as the Tahsīldār. When he is intelligent and active his work is most valuable, but unfortunately many of these officers are merely men of business who hardly know a good school from a bad one, and who think not of education, but how to please their superiors by a fair pretence of it. As a general rule, however, the Tahsīldārs take an interest in their schools in proportion as the Deputy Commissioners require it of them.

SECTION II.—GOVERNMENT SCHOOLS.

A.—Government Zil' Schools.

Zil' schools.

10. There are four zil' schools in this circle, Gujrāt, Jehlam, Kohāt, Abbottābād.

This is an apparent increase of two since last year's report. Jehlam was formerly classed as an Aided school, being under the management of the Chaplain, and Abbottābād had been temporarily reduced to a lower grade. The average cost of education in zil' schools is about Rs. 15 a head per annum, but of course the middle school is far more expensive than the lower department.

Table showing statistics of Zil' schools for 1870-71 *in comparison with the same for* 1869-70.

	1870-71					1869-70			
	Middle school.	Lower school and branches.	Total middle and lower schools.	Actual expenditure for the year.	Present rate of expenditure.	Middle school.	Lower school and branches.	Total middle and lower schools.	Actual expenditure.
Gujrāt	61	234	295	5,727	4,200	37	246	283	6,523
Jehlam	48	108	156	2,200	2,400	41	74	115	1,926
Kohāt	26	88	114	1,848	1,800	22	64	86	1,429
Abbottābād	23	21	44	703	1,200	...	58	58	1,594
Total	158	451	609	10,478	9,600	100	442	542	11,472

The above table shows an increased attendance at a reduced cost. The rise in numbers is in every way satisfactory, but the reduction of expenditure is due to the transfer of Mr. Kirkpatrick from Gujrāt to another school. It will be observed that there is a considerable increase of numbers in the middle department, and from the details which follow it will also appear that there has been a decided improvement in the work of all four zil' schools.

General examinations.

11. There were 4 candidates for the middle school examination from Gujrāt and 5 from Jehlam. In the first instance 2 passed from Gujrāt and 1 from Jehlam only, but subsequently 3 others were allowed their promotion. The lower standard examination was more successful than last year at Gujrāt and Kohāt.

Lower Standard Examination.

	1870-71		1869-70	
	Examined.	Passed.	Examined.	Passed.
Gujrāt	30	28	16	7
Jehlam	15	4	22	4
Kohāt	9	9	8	3
Abbottābād	...	...	...	...
Total	54	41	46	14

Gujrāt zil' school.

12. The table in para. 10 will show that there has been an addition of 24 to the middle school since last year, although there is an immaterial decrease in the lower department.

The classification of the middle school indicates that few boys have left within the year, and that there is a good supply of recruits from below.

	1st class.	2nd class.	3rd class.	4th class.
1869-70	7	7	7	16
1870-71	8	5	16	32

The discipline and teaching are better than ever, but arithmetic is still badly done in the first and second classes, and the first class have very little notion of translating from Urdū into English.

The lower school and Persian branch are well taught. The Hindī branch (as it is called from the nucleus being a Māhājanī school) was not doing very well although the attendance was large. Hitherto this branch has been taught by the one Hindī teacher with the help of a monitor—the two teaching Urdū and Persian as well as accounts in Hindī. There will now be two competent Persian teachers in the school, one of whom will act as Superintendent of both branches. Fees for the year amount to Rs. 500 in place of Rs. 317, the increase being entirely in the lower department. There was no change among the teachers until the end of the year when Mr. Kirkpatrick was transferred to Hushyārpur. His administration has been very successful, and the falling-off in numbers which I noticed in my last report has been fully made up Mr Wallis, late Second Master, is now in charge, and I have no reason to doubt that he will prove himself equal to the responsibility thrown upon him. The other teachers have all worked hard, and appear to be striving to do their best. On the whole the state of the school is decidedly satisfactory and promises well for the future.

Jehlam zil' school.

13. The school at Jehlam has for some years been managed by the Chaplain, but in August last it was again taken on to the zil' school establishment; at the same time Mr. Jennings was appointed Head Master, who for a short time was in charge of Gujrānwālā zil' school, and afterwards was employed in the Murree *cum* Pindī school. Mr. Jennings has more experience of an office than of a school-room, but he has worked well and successfully. A year ago the school was in charge of a young man who is now Second Master, and who, though intelligent and painstaking, was not equal to the management of a large school. Accordingly there was considerable room for improvement, and Mr Jennings has not been found wanting to the occasion, and although the boys are hardly fit for the classes in which they have been placed, I think that it will be most convenient for them to stay as they are until they are fit for promotion.

In April 1870 there were 9 boys in the upper school—four of these went to Lahore zil' school, and the rest left. The following is a comparative table of the classes of the middle school for two years :—

Middle school.

	1st class.	2nd class.	3rd class.	4th class.
April 1870	7	...	12	22
April 1871	7	5	20	16

Lower school.

	1st class.	2nd class.	3rd cass.	Total.
April 1870	...	...	...	74
April 1871	23	26	59	108

Fees have risen from Rs. 10 a month to Rs. 30. The school-house is good, but much too small. Provision has been made in this year's budget for adding another room. Out of 5 candidates two were allowed to pass the middle school examination; of 15 probationers in the 4th class middle school only 5 could pass the lower standard. When I examined them in March I directed that they should give up the study of English until they could pass the lower standard. The failures were, with one exception, in arithmetic only.

I regret that I cannot speak well of Faiz Hasan, the 1st Oriental Teacher, who has been warned more than once for neglecting his work. The 2nd Oriental Teacher, Fakhr-uddīn, has done his duty in school, but it has been necessary to censure him for misconduct. The other Teachers are doing extremely well.

A probable cause of the improvement in Gujrāt and Jehlam zil' schools.

14. I do not wish to detract from the merit of the Teachers of Gujrāt and Jehlam zil' schools, but the improvement which I have just noticed, especially the increased collections of fees, may be partly due to the stimulus given to trade indirectly from the establishments connected with the building of the Chenāb and Jehlam Railway bridges. The petty shop-keepers, whose sons principally attend the zil' schools, have already profited largely from this source.

Kohāt zil' school.

15. My report last year founded upon my visit in January 1870 was not favorable. I visited the school again in May when a most satisfactory change had taken place. The improvement has since been kept up. Last April I found all the classes doing well, but it is difficult to induce boys to stay in the middle school. What has been done is due in a great measure to the attention of the Deputy Commissioner and of Muhammad Hyāt Khān, Extra Assistant Commissioner, with the support of a Committee of influential natives.

The Head Master, Pīr Bakhsh, is most industrious, and he has succeeded in keeping the other Teachers steadily at work. There were no candidates for the middle school examination, but 9 boys who attempted the lower standard all passed. Fees have risen from Rs. 94 to Rs. 147. An English Teacher on Rs. 30 a month was added to the staff during the year. The following is a comparative classification for two years :—

Middle school.

May 1870.				April 1871.
...	...	1st class	...	1
2	...	2nd class	...	5
10	...	3rd class	...	8
11	...	4th class	...	9

Lower school.

...	...	1st class	...	19
24	...	2nd class	...	16
64	...	3rd class	...	55
111				113

Abbottābād zil' school.

16. Circumstances have prevented me from visiting Abbottābād since November, when I reported that the establishment of the zil' school consisted of two Vernacular Teacherships, but that the 1st Vernacular

Teacher had been acting as Head Master and carrying on the English department The state of the school was creditable to Gurān Dittā, the Head Teacher, although the work had gone on in an irregular fashion, and no subject but English had been properly taught.

At the time of my visit Gurān Dittā obtained permission to take an appointment in another department. In his place Myā Lāl from Bherā zil' school was sent on a salary of Rs 45 a month The Abbottābād school depends chiefly upon the regiments in cantonments, and as a large portion of the force has been in the Agror valley constantly for two or three years, the attendance at school has not been good. It will probably have a better chance now, unless the troops are again called away.

B C.—Government Vernacular Schools for boys.

Town and village schools

17. No town schools are yet maintained on the grant-in-aid principle In anticipation of a new classification, no change has been made in the number of town schools, although several village schools would now come within the prescribed conditions. There are 6 town schools in this circle, but they do not differ in any way from village schools, excepting that they are among the largest and best Vernacular schools. I have already had occasion to make some general remarks upon this subject, and will accordingly proceed to describe each district separately.

Rāwal Pindi district.

18. The Officiating Deputy Commissioner, Mr Frizelle, has sent in a long and interesting report upon the schools of the Rāwal Pindī district, which is sufficient in itself, and deserves attention. I wish I could give it entire. The following is an abstract :—

' During 1870-71 the number of village schools was raised from 36 to 40 There were two town schools as before, Kalar and Pindi Gheb. Of 2,472 students who attended our schools, 1,216 were Muhammadans, 917 Hindus, and 339 Sikhs and others, 2,158 of the whole being recorded as agriculturists Hence the collections of fees are insignificant.

"More than half the Teachers were still getting less than 10 rupees a month, but none except Assistants and Monitors drew less than 7 rupees

"As a whole, the schools show signs of improvement as regards numbers and attendance as well as in studies, as may be seen from the following abstract :—

Year.	Numbers in 1st class.	2nd class	3rd class.	4th class.	5th class.	6th class.	7th class.	8th class.	Total.
1869 70	3	7	21	46	127	356	426	893	1,879
1870-71	7	15	62	108	235	415	532	1,098	2,472
Difference in 1870-71	4	8	41	62	108	59	106	205	593

"The school houses of 5 towns are good, but the rest consist of an open *dahlān* without door or verandah These will gradually be improved as funds are available.

"There are 62 female schools, 56 for Hindū girls and 6 for Muhammadans. The control of these institutions being entirely in the hands of Bedi Khem Singh and his agents, very little of their actual state is known to the Government Officials of the Education Department It is reported by the Manager that 1,901 girls receive instruction, and that the average daily attendance is 992 During the year these schools received a grant in aid of Rs 2,004, and Rs 960 from local funds There is reason to doubt whether this liberal expenditure produces any such results as would justify it In Rāwal Pindi district a considerable amount of education is carried on in the families of the well-to-do classes by private teachers, but the custom is beginning to die out as Government education spreads The latter is now established on a firm footing, and every year will see a large increase in the number of pupils, and probably of schools The difficulty to be encountered is not in the extension of education so much as in inducing the boys to remain at school long enough to profit by it.

"Bhagwān Dās is proving himself an indefatigable Chief School Muharrir, and the improvement in schools visible all over the district is due in a great measure to his exertions He has his work at heart, but his earnestness sometimes inclines him to be too rash, to propose sweeping changes, and not to act in concert with other Officials

"Sūraj Kaul, Tahsīldār of Gūjarkhān, has also rendered good service to the cause of education The schools in his Tahsil are more flourishing than in any other part of the district "

The only addition which I should wish to make to this very complete report is the statement of a financial difficulty.

There can be no doubt that a great impulse has been given to education of late, but unless additional funds are forthcoming, it will be impossible to make the most of the opportunity. Several village schools have now more than 100 pupils on the rolls, and without more Assistant Teachers and Monitors, the work cannot go on properly. After my tour of inspection I prepared a list of promotions and new appointments, involving a necessary expenditure of about 60 rupees a month, but unless the Deputy Commissioner can appropriate some local funds to this purpose, the progress which has already been made will receive a check. No sources of income can be more suitable than the municipal funds of towns in which there is a good school supported from the agricultural cess, and it is naturally in such places that the need is most felt.

Jehlam district.

19. In 1869-70 eight village schools were closed, and in the year under review 9 more, partly in order to improve the pay of the Teachers, and partly because the assignment from cess was reduced. A majority of the Teachers still get less than Rs. 10 a month, and I have recommended the Deputy Commissioner to close 3 more schools which are not doing well. This will leave 2 town schools, Chakwāl and Rohtās, and 38 village schools. The school at Pind Dādan Khān includes an Aided English department and a Hindī branch. Notwithstanding the reduction of schools, the numbers on the rolls have slightly increased. Examination results also show progress. The improvement, however, is confined almost entirely to the better class of schools, as there is still a large proportion in which little or no change is apparent. They are chiefly in the Salt Range, or in places where the habits of the people are unsettled, but there is no sufficient excuse for failure in some instances. Captain Johnstone, who was Deputy Commissioner during the greater part of the year, paid careful attention to education, and examined about a third of the schools during the cold weather. His successor, Mr. Blythe, could not speak from personal experience, but the Commissioner considered the results disclosed by his report satisfactory. Fees amounted to Rs. 280, which is a slight increase over the collections last year, and as usual about ten times the amount of fees in Rāwal Pindī district, where there is a laxer definition of the term "agriculturist." The sales of books had increased probably owing to the publication of new editions for school use. Mr. Blythe says of 'Alīm-ud-dīn, the Chief School Muharrir, that he bears the reputation of being "assiduous, energetic, and efficient in the discharge of his duties." In this praise I cordially concur.

Gujrāt district.

20. In Gujrāt district there are 39 schools, of which two, Dingā and Kunjāh, are town schools. Owing to the reduction of about 25 schools in 1869, when the income of the district from cess was considerably diminished, the numbers on the rolls are only 2,132 in place of 3,147; but there has been a steady and remarkable progress in the efficiency of the schools for several years, and at my last examination a larger number than ever passed in the 6th and upper classes. Persian and Urdū are generally well done, but in arithmetic they are still deficient, and will continue to be so until the Normal school turns out Teachers who can do all kinds of sums with facility.

Mihdī Khān, Tahsīldār of Phālyān, has given valuable assistance. The Chief School Muharrir, Ahmad Hasan, is a man of indefatigable industry, and in other respects is admirably fitted for his duties. His district being compact, and the number of schools small, he has visited every school once a month almost without exception. His influence may be judged from the fact that hardly any boys were absent from my examination, and hardly any were unprepared in their work.

Comparative table of examination results in the three districts.

21. I have already explained that the character of education in the three districts of Rāwal Pindī, Jehlam, and Gujrāt differs entirely from that of the Frontier. I shall give here a table showing the results of my inspections for three years in the former:—

Statement of town and village schools in Rāwal Pindī, Jehlam, and Gujrāt.

YEAR.	Schools established.	Schools inspected.	Good.	Fair.	Indifferent.	Bad.	Numbers on the rolls.	Passed a satisfactory examination in reading & writing.	Average number passed in each school.
1870-71	123	121	35	65	13	8	7,204	2,173	18
1869-70	129	128	11	83	21	13	6,579	1,483	11
1868-69	179	179	...	..	...	...	7,930	1,791	10

Frontier districts.

22. Of the 5 Frontier districts, Hazārā, Peshāwar, and Kohāt alone have been inspected by me this year. In Hazārā no cess is taken at present, and there are only two district schools. In Kohāt, where the cess is less than Rs. 100 a month, there are 5 village schools. There is a small apparent decrease in numbers owing to the reduction of schools in Peshāwar, but as a large proportion of the Frontier schools are still more nominal than real, statistics of attendance can only mislead.

Peshāwar district.

23. There are 24 village schools in Peshāwar. I inspected the district in November, and although they had been looked after better than when I visited the district before, all but some half-a-dozen were still good for nothing. With a view to make an example, I recommended the Deputy Commissioner to close eleven schools temporarily, but the Officiating Director disagreed, and in consequence the schools remain as before. I fear that no good will be done until the District Officers make a serious business of education. That they have not done so hitherto is probably because they consider the people hardly ready to profit by institutions borrowed from an advanced stage of civilisation.* I have perfect confidence in the School Muharrir, Mirzā Ismāil, who has reported faithfully all shortcomings, and has done what he could. The Tahsīldārs have bestowed some attention upon the schools, and many of the Teachers, I do not doubt, have been willing enough to perform their part, but all this will not avail without a powerful impulse from another quarter.

Kohāt district.

24. There are 5 village schools in Kohāt, all of which except the one at Hangū are doing badly, and indeed are hardly worth keeping up. One school will be transferred to Khushālgarh on the Indus where it may have a better chance than among Pathān agriculturists, although the commercial population of the banks of the Indus has not elsewhere taken kindly to education. If we were to construct a map upon the principle of those which are published by some Missionary Societies, and were to color the different districts with different shades according to the success of the operations of this department, I think that no part even of the Frontier would exhibit a deeper black than Kohāt, relieved, however, by a bright spot for the zil' school. I have already mentioned that the Deputy Inspector is about to retire. I hope that his successor may be able to do something more for the schools of this district, though the task before him is certainly not an easy one.

Bannū district.

25. I have already explained why I have not visited Bannū during the past year. From various reports which I have received I conclude that in two or three instances schools have improved, but that there has been no general reform of the shortcomings which I found when I made my first and only tour through the district. The Deputy Commissioner has been constantly changed of late years. Captain Johnstone, who has gone there quite recently from Jehlam, will, I doubt not, see that education receives proper attention.

The following is an abstract of Captain Johnstone's report. There are 17 schools, being an increase of 2 since last year. There were 568 boys on the registers, of whom 309 were Hindūs and 255 Muhammadans.

The school at Lakī is the best in the district; that at Mianwālī is not bad, but the boys remain stationary. Esā-Ḳhail, which ought to be a good school, is in a bad state. Efforts will be made to get the Raises of the town to use their influence to improve it. Only one Teacher now receives less than Rs. 10 a month. Captain Johnstone hopes to be able to devote some time to the schools and to increase their number. The field is not a very promising one, but he thinks that some improvement is feasible, provided that he has a sufficient staff of Assistants. He commends Hākim Khān, Raīs, and Muhammad Khān, Lambardar of Lakī, for their services to the school at that place.

Derā Ismāil Khān district.

26. The Deputy Commissioner's report upon Derā Ismāil Khān district schools has not yet come in, and as I did not inspect this year, I am unable to supply its place. The late School Muharrir was drowned during the rains while crossing the Indus. He was succeeded by Ghulām Muhammad Khān, Head Master of the Vernacular school at Peshāwar, who appears to have given satisfaction. There are now 16 village schools, being one less than last year, and the registered number of students shows an immaterial decrease. Should the district report contain any matter of interest, I will forward it to be copied under this paragraph. I gather, however, from a demi-official letter from Captain Macaulay, now Deputy Commissioner, that owing to changes and press of work the Civil Officers have not had much time to spare for the schools.

* The real reason I believe to be the press of work in the Peshāwar district, which has left the Deputy Commissioner little or no time to attend to educational matters.—W. R. M. H., *D. P. I.*

Hazārā district.

27. As no cess has yet been levied in Hazārā there are but two district schools maintained from imperial funds. These schools are at Manserāh and Harīpur.

The first is a Pathān village, and does not seem likely to have a good school under any circumstances. At Harīpur there is a miserable school-house which may account partly for the unsatisfactory state in which the school has always been. It is proposed to build a new one on a more convenient site, and when this has been done, it is quite possible that there may be a change for the better. I know of nothing in the circumstances of the people to account for the apathy which has hitherto been shown by them. One great disadvantage to these schools is the want of a Native District Inspector to keep the Teachers up to their work.

D.—Female Schools.

Female school at Jehlam.

28. The only Government female school in the circle is one at Jehlam which I see frequently. The Teacher is a respectable Mullā, in whose family there has been a school of this kind for many years. The little girls read the Qurān by rote, and learn something in the way of religious instruction. Since the school has been taken up by Government they learn to read and write Urdū as well. There are 50 girls on the rolls, of whom a dozen have made fair progress in the books of the 6th class, and an equal number know something of the primer. A new school-house has lately been built by the Mullā with some help from local funds, and the general state of the school may be considered quite satisfactory.

E.—Jail Schools.

Jail schools.

29. There are jail schools at Rāwal Pindī, Jehlam, Gujrāt, Peshāwar, and Derā Ismāil Khān. In the course of the year I visited all but the last. At Jehlam, Gujrāt, and Peshāwar, where prisoners are retained for short periods only, nothing worthy of the name of education had been accomplished. At Rāwal Pindī there was a 6th class with 15 scholars, and a 7th class with 23. Eight men who came into the jail with a good education had been struck-off the rolls of the school in compliance with a suggestion made by me when I visited the jail.

Many of the men in the 6th and 7th classes had improved since they entered the prison, but it was plain from the hand-writing of most of them that they had learnt to read and write years ago. Dr. Farrell has sent me a report of the jail school at Derā Ismāil Khān from which I gather that it is in much the same condition as the Rāwal Pindī jail school, excepting that there are just half as many scholars in the 6th and 7th classes. For the greater part of the year the English Writer of the jail acted as Schoolmaster, and appears to have done well. Recently a separate Jail Teacher has been appointed on the suggestion of the Inspector General of Prisons. Of this man Dr. Farrell speaks in terms of commendation. At Derā Ismāil Khān the 8th class, consisting of beginners, numbers 27 men, selected from the body of prisoners. In Rāwal Pindī jail the 8th class includes 237 men who are taught in their wards for one hour a day by a few of the most proficient prisoners, under the direction of the Teacher. A year ago the salaries of Jail Teachers were much improved with a view to produce some more satisfactory results than have usually been obtained heretofore. But the old difficulty remains. The hour given up to education interferes with the industrial occupation of the prisoners, and the Darogah will never give the Schoolmaster fair play if he can help it, while the Officer in executive charge often cherishes a secret sympathy with the practical wisdom of his subordinate.

SECTION III.—AIDED INSTITUTIONS

A.—Aided Colleges.

Nil.

B.—Schools for European and Eurasian Children.

There are two schools under this head.

30. The Sir Henry Lawrence Memorial Asylum at Murree is a boarding school for boys and girls, the children of soldiers. The governing body is a Committee, of which the Commissioner of the division is President.

The Principal, Mr. Smithwhite, is assisted by two Masters and three Mistresses. The accommodation is sufficient for 150 children, half boys and half girls, but for want of funds the full number has not been admitted. At present there are on the rolls 131 children, which is a slight increase over last year, but the number of applications for admission is always more than can be met. The income of the school consists of proceeds of endowment, subscriptions, and fees, supplemented by a liberal grant-in-aid. The cost of the establishment again exceeds Rs. 50,000 for the year, but this sum includes an outlay of Rs. 12,000 to complete the building occupied by the girls. The ordinary cost is about Rs. 25 a head for each child, which is a large sum when compared with the pay of a private soldier, but it is not higher than the cost at Sanāwar, and is hardly more than that at similar institutions in England. The education given in the Murree Asylum is English for all, for the elder boys Urdū, and for the girls, sewing and house-keeping. There is a drill-sergeant for the boys, and some steps have been taken towards employing the boys in the garden.

I do not think that much has been done in this way. The fact is, I believe, that a young man or woman who has enjoyed such advantages as may be obtained here, rather despises manual labour, and has in view a genteel mode of life with servants to do all that savours of drudgery. This spirit is natural, and, as it appears to me, commendable, so long as it is restricted within due limits.

I examined the school in September, when I found the classes arranged as below :—

Boys.				*Girls.*
...	...	1st class	...	7
9	...	2nd class	...	14
12	...	3rd class	...	8
19	...	4th class	...	15
16	...	5th class	...	9

Infant Class.

11 boys and 9 girls.

Some good work was done, but the marking was generally low, and I was rather disappointed that better progress had not been made.

In consequence of my report the Committee thought it advisable to remove the Schoolmaster, who appeared to be hardly equal to the responsibilities of his position.

At the same time they expressed entire confidence in the Principal, whose general management had been most successful.

The Murree *cum* Rāwal Pindī school.

31. The Murree *cum* Rāwal Pindī school is carried on as before. When I inspected it in June last there were 52 names on the rolls, of whom 22 formed an upper division, and the remainder were taught, on the simultaneous system, in an infant class. The upper school was classified thus—

1st class	... 6	2nd class	... 11	3rd class	... 5

The first class was examined in Brewer's scientific knowledge, in reading English poetry, arithmetic, compound rules, history, geography, dictation, writing. The second class and third class passed a similar examination, but of course were less advanced. I was much pleased, and indeed surprised at the excellent answering of the children. Mrs. Harris, the Principal, had so long suffered from ill-health, that for two years I had not held a regular examination and should have been satisfied with less.

Mrs Harris has great skill both as a teacher and as a disciplinarian, and there can be no question of the value of her school, especially to persons who reside at Murree during the hot weather. With respect to the course of study, I recommended that less should be done with books of question and answer, and that some standard authors, such as Scott and Miss Yonge, should be read in class, and that the infant school should avoid "punctuation" and "etymology" in favor of simpler studies.

The circumstances of the school were fully described in my last report. On the failure of the lower department at Rāwal Pindī, the question of the eligibility of the school for a grant-in-aid under Lord Canning's Minute had to be referred for final decision. Having in view the usefulness of the school, the late Lieutenant Governor ruled that the grant should be treated as a special one, and should suffer no diminution.

C.—SCHOOLS FOR NATIVES—HIGHER CLASS.

American Mission schools at Rāwal Pindi.

32. I inspected the Rāwal Pindī Mission schools a few days ago.

They consisted of the following :—

Upper school	... 11	
Middle „	... 80	
Lower „	...144	
		235
Sadr bāzār branch	... 60	
City branch	... 41	
Murree bāzār branch	... 60 (expected).	

The Main school is going on very well. There is a marked improvement in the quality of the work this year, most boys being fairly prepared in all their subjects.

In numbers there is a great increase, chiefly in the lower school. A new private school has taken away many boys of the middle school, but, on the other hand, a new 5th class (middle) has been added, containing 40 boys. These boys have been allowed to commence English without passing through the lower school. Several have come from a distance, some from Government schools They can all read Persian, and write easy dictation. Sixteen of 35 could work an easy sum in multiplication, but they are not required to learn arithmetic.

The object of this concession is plain enough. It has at once filled up the gaps caused by a disheartening secession, and may possibly permanently increase the numbers attending the Mission school. The eagerness with which an opportunity of learning English only is seized, deserves attention. I think that under the circumstances the experiment was worth trying, but in time, if some boys are admitted to learn what they please and some to adhere strictly to the prescribed course, there will be parallel classes throughout the school, and probably no little confusion and waste.

The Sadr bāzār school numbers 60, with 4 Teachers, two of whom have recently come from the Normal school at Amritsar. For 60 pupils, 4 Teachers are more than enough, but it is hoped that the school will increase. Most of the boys are learning English, but all the studies are at present quite elementary.

The Regimental bāzār school has been removed to Murree for the hot season, and no report has yet been received of it. The girls' school has fewer names on the rolls, but several read and write nicely.

The Manager is still the Revd. R. Thackwell. He does not teach in the school, as he has sole charge of the Mission. The staff of Teachers is complete, and indeed sufficient for larger numbers. I have already said that the Main school is doing well. Mr. Bhos, the Head Master, continues in charge, and to him specially is due the improvement which has taken place. The branch schools need attention, as their cost is out of proportion to the result obtained.

One student, Sadhā Rām, passed the last university entrance examination in the first division.

Peshāwar Mission schools.

33. The Peshāwar Mission schools are now under the charge of the Revd. J. R. Wade, who arrived in January, after an absence of two years. The Main school is taught upon the plan of zil' schools, excepting that the boys commence English in the lowest classes. When I visited Peshāwar in November there were 200 boys on the rolls, of whom only 38 belonged to the upper and middle schools, and 48 were in a separate Vernacular department.

When Mr. Wade returned these boys began to study English without joining the regular classes, as they had already made considerable progress in Persian and Urdu. Two boys of the upper school, Charanjīt Mal and Narāin Dās, passed the entrance examination held in December. But only one of 10 boys who attempted the middle school examination was successful. I observed that the general character of the work throughout the school was uneven.

In some subjects very good progress had been made, but others had been neglected, especially arithmetic. Still there were signs of industry and intelligence on the part of teachers and pupils, and some improvement in method. A school in Peshāwar has special difficulties to contend with, but if Mr. Wade retains the management for two or three years, I do not doubt that there will be as good a school here as any in the circle. Since Mr. Wade left in 1869 there has been an epidemic which almost emptied the schools, and deprived them of the services of the Revd. J. Ridley. Then, for a few months only, they were in the hands

of the Revd. J. W. Knott, who devoted some hours daily to them in addition to other arduous duties. After his lamented death the charge devolved upon the Revd. T. P. Hughes, who was unassisted in the Mission until Mr. Wade's return, and who, of course, could not give up so much time to the work as it requires. There are two branch schools in the city, which were closed in November, but appear to have been re-opened by Mr. Wade, who informs me that the attendance is about 90, chiefly Muhammadans.

There is a branch school also in cantonments with about 100 names on the books, and a first class equal to the 3rd class middle school, but the constant change in regiments prevents any steady progress. There are 2 girls' schools connected with the Mission, both of them in the city. They are superintended by Mrs. Wade. There are over 100 names on the books, and of these only 7 are Hindūs. In March a female normal class was commenced. At present there are 10 reading in it. They learn Urdū, Persian, and needle-work.

Mr. Wade considers the female schools most encouraging, and hopes to open some more, especially for Hindū girls.

Cost of education in Peshāwar and Rāwal Pindī Mission schools.

34. An additional grant for the coming year has been promised to the Peshāwar Mission, *viz.*, Rs. 30 per mensem to the cantonment school, and Rs. 30 per mensem to the girls' schools.

The comparative table below will show at a glance some interesting statistics of the educational operations of the two Missions during the past year :—

1870-71		From private sources.	Fees.	Grant-in-aid.	Total.	Average cost per head for the year.	Average numbers on the rolls during the year.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Rāwal Pindī Mission schools	Main school and 3 branches ...	2,943	814	3,843	7,602	25	308
	Female school...	236	...	235	471	8	60
Peshāwar Mission Schools.....	Main school and branches	6,617	229	3,780	10,624	25	414
	Female schools.	950	...	360	1,310	13	98

The large amount of fees collected in Rāwal Pindī Mission school is satisfactory, although it had the effect of diminishing the numbers of the Vernacular branch. The average cost of educating a boy in each of the two Missions is Rs. 25 per annum, but in reality Peshāwar has less to show for the outlay than Rāwal Pindī.

A fair estimate is 100 rupees for an upper school boy, 50 for a middle school boy, and 5 for a lower school boy. Applying this test I find that the Rāwal Pindī Mission schools cost 1,400 rupees more than they ought, and those at Peshāwar double the sum which we should consider sufficient for a similar Government institution.

Statistics of this kind are very deceptive, but there are many reasons to account for the greater expense of Mission schools as compared with the zil' schools of this circle. The Missions keep up a small upper school, they teach English in the lower school, they have to pay much higher salaries to their inferior Teachers, some of whom are Native Christians, and the rest have religious scruples; they include in their accounts estimated charges for rent and Missionaries' services which would not appear at all but for the conditions of the grant-in-aid rules.

D.—Schools for Natives—Middle class.

Church Mission schools at Derā Ismāil Khan and Bannū.

35. I have already noticed the Peshāwar Mission cantonment school. There remain under this head the Mission schools at Derā Ismāil Khān and Bannū. I have visited neither since writing my last report for reasons explained above.

In the Derā Ismāil Khān school there has been no material change in numbers and expenditure, but the Head Master has left. At Bannū the numbers on the rolls have risen from 63 to 90. The Revd D. Brodie, the Manager of both schools, resides at Derā Ismāil

Khān. He teaches three hours daily, for which his services are estimated at Rs. 120 per mensem, but he complains that as he is single-handed in the Mission, he has very little time for the general superintendence of the school. He hopes, however, that he has effected some improvement in the organization of the classes. The failure of his boys at the middle school examination he attributes partly to the character of the questions, and partly to loss of the help given by the Revd. R. Bateman in the previous year. He has visited the Bannū school occasionally, but in neither did he take any regular examination, not knowing for certain that I should be unable to make my tour of the Derājāt.

E.—Lower Class Schools.

Mission school, Gujrāt, and school of the Guides.

36. There were 12 schools of this class last year, since when one branch school at Peshāwar was closed. All but two have been described as branches of Mission or Zil' schools. There are—(1): The Church of Scotland Mission school at Gujrāt, which has lately made some progress under the management of the Revd. Muhammad Ismāil, and may probably soon develope into a humble rival of the zil' school. It had on an average 97 names on the rolls, with 37 boys studying English. The total expenditure was Rs. 836, of which fees were Rs. 376, and grant-in-aid Rs. 140. (2). The Corps of Guides school at Hotī Mardān is a cheap and useful school, but not a good school. The average number on the rolls was 37. The cost was defrayed by fees amounting to Rs. 240, and a grant-in-aid of Rs. 20 monthly. The school consists of boys and young men belonging to the Corps who learn English and Vernacular much as they please, and attend irregularly. I should be glad to see some improvement, but doubt whether there is much hope of it, as the officers have constantly given their attention to the subject without much result.

F.—Female Schools.

Bedī Khem Singh's female schools.

37. Aided female schools, besides those already noticed as belonging to the Rāwal Pindī and Peshāwar Missions, are 108 in number, all in the districts of Rāwal Pindī and Jehlam, and managed by Bedī Khem Singh, who receives a grant of Rs. 3,700 for them. In his remarks upon the Rāwal Pindī district report, Major Urmston, the Officiating Commissioner, says, "Female education remains, as before, a mystery, and I very much doubt if any real good is being effected. I think the time has arrived when some sort of superintendence should be exercised, at any rate by Female Inspectors, upon whose reports Government might rely. It is not satisfactory to spend such large sums year after year without any reliable information of progress."

The difficulty of employing a Female Inspector is that she cannot comfortably travel alone, and the spectacle of a husband whose sole occupation is to chaperon his wife is not edifying. I do not at all believe in the alleged scruples of the people about having their girls' schools inspected. They consist of little girls, 4 or 5 years old, who may be seen playing in the streets with their writing-boards. The only prejudice is against the system of payment by results. The simplest remedy would be to allow the grant in future only where the schools are open to the inspection of Government Officers. I do not say that this plan is free from objections, but Bedī Khem Singh must be able to judge for himself whether he could accept the assistance of Government upon these terms.

G.—Indigenous Schools.

Aided school, Peshāwar.

38. I have nothing to add to my last year's report of indigenous schools. There are now no longer in this circle any schools of this description aided under article XIV of the regulations. Excepting a few special cases, grants to primary schools, other than branch schools, have been forbidden by the Supreme Government, in accordance with the Education Despatch of 1854. My experience of the practice of aiding purely private schools was not favorable. They did little or nothing in return for the money spent on them. The Aided Vernacular school at Peshāwar comes under this head, although eligible for a grant of Rs. 85 per mensem under article V, because no grant was drawn during 1870-71. This school has about 90 names on the rolls, with an average attendance of 60. I inspected the school in November, when I found 7 boys who had made some progress in the Persian reading of the 3rd and 4th classes, 16 equal to the 6th class of Vernacular schools, and the rest beginners. The monthly cost of the school is now Rs. 100, and I hope that soon there will be some material improvement in the quality of the work.

SECTION IV.—INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

Rāwal Pindī normal school.

39. The only institution under this head is the Rāwal Pindī normal school. It is held in a commodious quadrangular building belonging to Sardār Nihāl Singh, K. C. S. I., who has always exerted himself to meet our wishes. The number of students is generally 40, but a few more are expected to join shortly. They live in chambers opening upon the interior of the quadrangle, one side of which consists of 4 class-rooms. There are 4 classes, and 4 Teachers. One of the Teachers has a chamber allotted to him, and acts as guardian of the students. The gates are locked at night, and no student is allowed to be absent after gun-fire. When some improvements have been made in the construction of the dwelling-rooms, we shall have all that is necessary for the health and comfort of the men.

Now that the stipend has been raised to a minimum of Rs. 6 per mensem, there is no difficulty in recruiting for the normal school, and as the average number on the rolls is 40, and the term of study six months, the number of men obtaining the half-yearly examination certificates should be 10 each time. For various reasons we have never been able to work so successfully as that—many men sent up to the normal school have been discharged for incapacity, or have left of their own accord. Last October 7 men obtained certificates, but in April none were examined. However, the class preparing for next October examination contains 13, who should all pass. I am well satisfied with Ilāhī Bakhsh, the Officiating Head Master, who has been in charge for the last six years, excepting one year when Bābu Jai Gopāl Singh was Head Master. The Second Master, Qāzī Muhammad Jī, is one of the best scholars I have met, so far as his knowledge of Arabic and Persian goes, which indeed is limited, but he is an excellent Teacher of what he is required to read with his pupils.

Kāshī Rām, the Third Teacher, came to me almost by accident a year ago, having been thrown out of employment owing to reductions in Gujrānwālā zil' school. He passed the entrance examination in 1866 from Gujrānwālā zil' school, and was an English Teacher there until the zil' school establishments were reformed. For the first time since I have known the school arithmetic is well done. The credit of this is entirely due to Kāshī Rām. It is not much to boast of, perhaps, but he has succeeded where others have failed.

Shaikh Ahmad, the Fourth Teacher, has suffered from bad health, but he seems to have recovered. He teaches very efficiently the lowest class in all subjects. The work of the three upper classes is divided with reference to the attainments of the Teachers.

The two years' course in the normal school is a most essential preparation for a Vernacular Teacher. As for practice-schools, and direct instruction in method, I do not think the European system of normal schools very important or practicable here. In England the practice-school is a *bonâ fide* school, and if a normal student failed as a School Master, the parents of the children would complain, and his own Principal would call him to account. Here we have no facilities of this kind, and if our students are sent out to schools in the town, they do no good, and waste time which might be better spent. The only real training for these men is being properly taught for a sufficient period to acquire the habits of a good school. In this way a man learns to be clean, orderly, attentive, how a lesson is given, the use of the black-board, to write neatly and legibly, and a number of other things. There is a great deal, of course, which he cannot learn, but that will come with experience, and without experience lessons in method go a very little way. In fact our normal school resembles rather a college than a training institution, and perhaps is none the worse on that account.

CONCLUSION.

District Officers.

40 I have every assistance from District Officers, and am much indebted to them all for their good services in various ways. Mr. Frizelle and Captain Johnstone have done more than any others in the cause of education, but Captain Macaulay and Captain Plowden have also been active when in charge of district schools. I have already stated my opinion that on the Frontier Government schools almost depend for their existence upon the support of the Deputy Commissioner, and in all cases he is an important and indispensable member of our educational system.

I have forwarded separately a list of native gentlemen whose services deserve recognition.

C. PEARSON,

Inspector of Schools, Rāwal Pindī Circle.

1ST JUNE, 1871.

MULTAN CIRCLE.

INSPECTOR—D. W. THOMPSON, ESQ.

I have the honor to forward my annual report for the year 1870-71 on education in the Multān circle. This circle is the same as it was at the end of 1869-70, and includes the districts of Multān, Montgomery, Muzaffargarh, Jhang, Derā Gāzī Khān, Shāhpur, and the Native state of Bahāwalpur.

Annual report.

Extent of circle.

2. My inspecting work during the year under review was as follows, viz., in May and June I visited the Anglo-Vernacular schools at Derā Gāzī Khān, Rājanpur, Jhang, and Mighiānā, and such village schools (about 18 in number, most of which were in the Derā Gāzī Khān district) as came in my way during that tour; and again from the 18th October till the end of March (excluding the time engaged at head-quarters in the middle school examination) I was employed in inspecting all the schools, English and Vernacular, in the districts of Shāhpur, Jhang, Montgomery, and Multān. At the commencement of the year I inspected, as mentioned above, about 16 of the Vernacular schools in the Derā Gāzī Khān district, but I could not find time during the year to visit any more of the schools of this, or any at all of the Muzaffargarh district. I have, however, since the end of the year under review, inspected a portion of the former, and the whole (with the exception of two or three schools) of the latter district. I have not made a tour through the Bahāwalpur state schools, and I do not see how I can do so when the 8 months that I spent in going about did not take me through the whole of the remainder of my circle. My Deputy Inspector, however, visited almost all the schools in the Bahāwalpur territory, and the substance of his report on them will be entered in this in its proper place.

Portion inspected.

Portion not inspected.

Bahāwalpur village schools not visited by Inspector.

Visited by Deputy Inspector.

3. Controlling agencies and work performed—

There is one Deputy Inspector attached to the whole circle, and each district has its Chief Muharrir.

Inspecting staff.

4. Muhammad 'Ali, the Deputy Inspector, made a tour of the whole circle (except the Derā Gāzī Khān district) including the Bahāwalpur state, besides a 2nd tour of the Jhang district; and for three months of the year was away on privilege leave.

Deputy Inspector's inspection work.

The Chief Muharrir of Multān made 5 inspections of most of the tahsīls in his district, 3 and 4 inspections of the others during the year.

Inspection work of each Chief Muharrir.

The Chief Muharrirs of Montgomery and Jhang made 5 inspections of the whole of their districts.

The Muzaffargarh Chief Muharrir went over some of his tahsīls 6 times, and others 4 times; the Derā Gāzī Khān Chief Muharrir 4 times; the Shāhpur man 4 inspections of some, and 5 of other tahsīls.

5. The present Chief Muharrir of the Multān district was reported by me at the commencement of the year to have been negligent in his work, and was also recommended by me to be dismissed. This was not done, and since then he has employed himself actively in his inspections of the schools in his district, as is shown above. The Deputy Commissioner in the report he has now sent in states that the "Chief Muharrir has not displayed as much zeal and energy in the cause of education as he should have done," but this opinion I think must refer to the time the Chief Muharrir was reported on by me, and not to the year under review.* The other Chief Muharrirs are well spoken of by their separate Deputy Commissioners.

Remarks on Chief Muharrir of Multān district.

Remarks on the other Chief Muharrirs.

6. Muhammad 'Ali, the Deputy Inspector of the circle, commenced Government service in the Educational Department as a Deputy Inspector, on Rs. 80 per mensem, in 1856. In 1857 his pay was raised to Rs. 115 per mensem, but, on account of some change in the financial arrangements of the Department, it was in 1864 reduced to Rs. 80 per mensem, at which amount it still remains; so that after 16 years of continuous service his salary is the same at the end as it was at the commencement of his career. It is unfortunate for him that, with

Remarks on the Deputy Inspector.

* The Inspector's report on the schools of the district shows that the influence of the Chief Muharrir has not been exerted to any good purpose.—W. R. M. H., *D. P. I.*

innumerable certificates he possesses from officers in and out of the Department, he has not fallen to the lot of some one with greater influence than I have to push forward his claim for promotion. All I can do is to assert it as my opinion that if the men who have been appointed to the newly made Deputy Inspectorships on higher salaries are in any degree superior to Muhammad 'Ali in efficiency and attainments requisite for the general supervision or minute inspection of Vernacular schools of any grade, they must be very first-rate men.*

7. There are educational committees at Multān, Bherā, and Jhang.

Educational committees.

Multān educational committee.

The Multān educational committee held its meetings regularly during the year, and there was an average attendance of about four native members, though there are eight on the committee.

Bherā educational committee.

The Bherā educational committee was broken up during the year, as it was found not to be doing well, and a new committee was formed. It met about 8 times in the year, with an average of about 3 members at each meeting.

Jhang educational committee.

The Jhang committee has not met at all during the year. The Head Master of the school there has been desired to convene meetings regularly for the future, but I do not know that its cessation from work has done any harm at all to the school, and the fact of its not sitting at all, and of the other committees sitting regularly, affords an illustration of how differently these committees act when pressed on and when left to their own inclination and feeling of interest in the matter of education.

No educational committee at Derā Gāzī Khān.

The Derā Gāzī Khān city never had an educational committee, and yet the operations of education there are far in advance of those in the cities in this circle where these committees are established.

Tahsīldārs and Assistant Tahsīldārs.

8. With regard to the educational work performed by Tahsīldārs and their Assistants, I can only repeat what I stated in my last report; some of their names are met with in the school inspection books showing that they had visited those schools.

ZIL' SCHOOLS.

9. General statistics, with results of annual examination, for 1870-71 :—

Statistics for middle and lower schools.

No.	Schools.	Middle department.	Middle school examination.		Lower department.	Lower school examination.	
			Passed.	Failed.		Passed.	Failed.
1	Derā Gāzī Khān...	64	5	0	288	28	6
2	Multān.....	66	2	6	150	26	1
3	Jhang	38	0	6	128	24	2
4	Bherā	36	0	0	64	8	2
Total ...	4	204	7	12	630	86	11
Totals	for previous year..	199	3	30	587	35	10

General remarks on above statistics.

10. From a comparison of the above aggregates for this and the previous year, it will be seen that the numbers in the middle and lower departments have increased by 5 and 43 respectively, notwithstanding the great decrease in the Bherā zil' school, which had 59 students in its middle, and 94 in its lower department last year, against the above numbers for this year. Out of 33 candidates for the middle school examination in 1869-70 only 3 passed; and out of 19, who went up in 1870-71, 7 passed.

Out of 95 candidates for admission into the middle department this year, 86 were entered by their passing the lower school examination; against 45 candidates, and 35 admissions for the previous year.

State of the middle schools.

11. The Derā Gāzī Khān zil' school has made very good progress during the year; the Multān school not quite so good, but still fair; the Jhang school is in about the same state as it was last year in efficiency, which was not very satisfactory.

* It was proposed to raise Muhammad 'Ali's salary several years ago. In consequence, however, of the misconduct of the Deputy Inspector, which was reported by Mr. Pearson, who was then his superior officer, the proposed increase was withheld. Neither the Inspector of the Lahore circle nor myself considered that Muhammad 'Ali was a suitable person to employ in any of the districts where Deputy Inspectors have hitherto been appointed.—W. R. M. H., *D. P. I.*

The Bherā zil' school almost totally collapsed during the year, but towards the end it was beginning to revive under a new Master, though it had not regained anything like its former strength.

DERA GAZI KHAN ZIL' SCHOOL.

12. The following is a comparative statement of number of students in each department and each class at the end of the past two years, and results of annual examination :—

No. of classes.		No. in classes.		Fees.						Expenditure. Local Funds.						Expenditure. From Government.						Expenditure. Total.						Results of middle school examination.	
		'69-70.	'70-71.	1869-70.			1870-71.			1869-70.			1870-71.			1869-70.			1870-71.			1869-70.			1870-71.			'69-70.	'70-71.
				Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.		
Middle department.	1st class ···	9	5	323	15	3	133	1	9	48	0	0	42	0	0	4,097	11	1	3,678	15	10	4,145	11	1	3,720	15	10	Passed. 0	Passed. 5
	2nd class ···	9	11																									Failed. 11	Failed. 0
	3rd class ···	14	20																										
	4th class ···	27	28																										
	Total ·····	59	64																										
Lower department.	1st class ···	22	46	0	0	0	262	8	9	600	0	0	720	0	0	600	0	0	720	0	0	1,200	0	0	1,702	8	9	Passed. 9	Passed. 28
	2nd class ···	44	63																									Failed. 5	Failed. 6
	3rd class ···	169	179																										
	Total ····	235	288																										

Remarks on the above statement.

13. It will be observed from the above statement that the number of students in the middle department has increased by 5 during the year, and that the expenditure has decreased by Rs. 424-11-3, and that no students passed the middle school examination out of 11 candidates in the last year, against 5 who (after the test was modified) passed out of this number of candidates this year. In the lower department there is an increase of 81 boys, 28 of whom passed into the middle department; and also an increase of the expenditure both from Government grant and local sources; the number that passed into the middle school by means of the lower school examination is greater by 19 than that for last year.

Condition of school building.

14. The school-house is in a very dirty state, and also wants repairs to be made to it, which will be done as soon as the correspondence, now going on about the expenditure for the purpose, has terminated.

Middle school teachers.

15. The middle school staff of teachers has been the same during this year as it was the last, except that Ahmad Yar and Devā Singh, two of the Vernacular teachers, took leave of absence one after the other, and their duties were carried on by a man named Feroz-ūd-dīn, formerly teacher of the Kot Uddu town school. The whole staff is a very efficient and hard-working one, and if it only remains unchanged for a time it ought to show very good results.

Lower department teachers.

16. There have been one or two changes made in the lower school staff which need not be enumerated here, except that Kundan Lāl, the Superintendent of the branch schools, to whose energy the lower department owes its increase both in the number of branch schools and of scholars in them, was, towards the end of the year, transferred to an officiating post on increased pay elsewhere, and his place was taken by Jowāhir Singh, one of the branch school teachers.

Branch schools require increase of funds.

17. The present number of branch schools could be almost doubled in the city of Derā Gāzī Khān, where Mulrāj, the present Head Master of the zil' school, from his long residence, and the successful manner he has brought up his school from its very infancy, is very popular, and possesses the entire confidence of the people, but the present amount of funds allowed scarcely suffices to keep the schools now existing in an efficient state.

Inspector's examination of middle school.

18. At my last examination of the zil' school, I found it in the following state:—

Middle department, 1st class 5 boys; 80 pages of the 3rd English Reader studied; in reading and translating, the whole class fair, but not good in grammar and parsing; all good in arithmetic up to simple proportion, but only one boy understood simple interest; in geography, class not good; 3 boys wrote well from dictation in English, and only one in Persian; in translation from Persian into Urdū, whole class middling.

2nd class 8 present; 20 pages of 2nd English Reader studied; all read fairly, and understood what they read; in writing English from dictation, 2 good; in writing Persian, 4 good; in Persian, 4 chapters of the Bostān fairly studied; but Persian grammar and parsing not so good; in vulgar fractions in arithmetic, only one boy good; in geography, the whole class bad.

3rd class 17 present; in English, class-book reading and translating good; 13 boys fair in 3 chapters of the Gulistān; in arithmetic, many of the boys very bad.

4th class 26 present; 17 had made satisfactory progress in English primer; in Persian (1st chapter of Gulistān) middling; in geography of Asia, good; in arithmetic, some could work sums in "greatest common measure" and "least common multiple," but did not understand any thing about them.

Condition of lower department.

Lower Department. In four of the branch schools, the 1st class of each knew arithmetic up to simple multiplication; in three of them the 1st class was good in Persian and Urdū. The 5th branch school had no 1st class. In two branch schools, the 2nd class of each was good; in two others, it was only very middling; and in the 5th branch school, the same as mentioned above, it was bad.

MULTAN ZIL' SCHOOL.

19. Comparative statement of classes and number of students for the past two years, and results of annual examination :—

No. of classes.		No. in classes.		Fees.						Expenditure. Local Funds.						Expenditure. From Government.						Expenditure. Total.						Results of middle school examination.	
		'69-70.	'70-71.	1869-70.			1870-71.			1869-70.			1870-71.			1869-70.			1870-71.			1869-70.			1870-71.			'69-70.	'70-71.
				Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.		
Middle department.	1st class ···	12	9	251	15	0	193	6	0	188	9	5	922	0	2	4,794	10	10	2,297	12	10	4,983	4	3	3,219	13	0	Passed. 0	2
	2nd class ···	10	8																									Failed. 12	6
	3rd class ···	8	12																										
	4th class ···	22	37																										
	Total ·····	52	66																										
Lower department.	1st class ···	33	27	86	13	0	138	5	6	600	0	0	600	0	0	1,256	2	0	730	13	9	1,942	15	0	1,469	3	3	Passed. 10	26
	2nd class ···	40	36																									Failed. 0	1
	3rd class ···	70	87																										
	Total ·····	143	150																										

20. It will be seen from the above that the middle department has increased fairly during the year.

Remarks on above statement.

The lower department had in reality 33 more students in it at the end of this year than at the end of the last; but 26 of them passed up into the middle department, and thus left an apparent increase of 7 as shown above.

The expenditure on the middle school and lower department has decreased by Rs. 1,763-7-3 in the former, and Rs 525-4-8 on the part of Government in the latter; this last decrease was caused by the whole of the lower department having been maintained on the grant-in-aid principle this year, which it was not the year before, but had to be supplied with funds from Government.

State of school-house.

21. The school-house is in a very unsatisfactory state, some of the walls being cracked in different places; this has been lately brought to the notice of the district authorities.

22. The following is the account of the last examination of the school taken by me:—

Examination of school by Inspector.

The 1st class was not examined by me, as they had, at that time, just gone in for the middle school examination, the result of which was that, on the lowering of the standard, 2 out of 8 candidates were considered to have passed.

The 2nd class, middle department, was not very good in English, very backward in arithmetic, and in so far as this subject had been studied, only 3 boys out of 7 were good: all, except one, were fair in Persian reading, translating, and writing from dictation, and middling in history and geography.

3rd class, out of 4 boys 2 were good in all their subjects, and the other 2, who were said to be frequently absent, were very bad.

The 4th class had in general made very fair progress, but some of the boys had not done enough in English to entitle them to promotion to a higher class.

State of lower department.

23. The branch schools, of which there are three, have not increased as much as I had expected they would have, but they succeeded in passing 26 students into the middle department.

24. Many changes took place in the staff of teachers during the year.

Changes among the teachers.

One 2nd English Teacher, Mulrāj, was removed, and his place taken by a monitor of the school for a short time, till the arrival of his successor; this last only stayed here for about 3 months, when he was re-transferred to Lahore, and his place filled up by Khetar Nāth, the Head Master of the Bherā zil' school.

The 2nd Vernacular Teacher, Wilāyat Hussain, took six months' leave, and his duties were carried on first by the Vernacular Teacher of the normal class at Multān, which was closed at the beginning of the year, and afterwards, on the resignation of this man, by Islām 'Alī, the Multān branch school Superintendent; the 3rd Vernacular teachership was abolished here, the post being transferred to another school.

Fees.

25 The question of having a uniform rate of fees here, as at other large schools, was discussed at a meeting of the Educational Committee not very long ago. The rate in vogue elsewhere was proposed, and after a great deal of talking the Native members decided that half the rate charged at the other schools should be taken here for a while, and then gradually increased; those of the members, however, who seemed to show any signs of interest in the matter, did not appear to comprehend why fees should be taken at all, and were at first as averse to the levying of them as the poorest in the villages are to paying them.

JHANG ZIL' SCHOOL.

26. Comparative statement of classes and number of students for the past two years, and results of annual examination :—

	No of classes.	No in classes.	Fees.				Local Funds.				From Government.				Total.				Results of middle school examination.	
			1869-70.			1870-71.	1869-70.			1870-71.	1869-70.			1870-71.	1869-70.			1870 71.	69-70.	70-71.
		69-70.	70-71.	Rs	As.	P.	Rs.	As.	P.	Rs.	Rs.	As.	P.	Rs.	Rs.	As.	P	Rs.	As.	P.		
Middle department.	1st class	8	6	65	6	9	...	..	..	...	3,331	0	0	3,968	3,331	0	0	3,968	11	2	Passed. 3	0
	2nd class	7	4																		Failed. 4	6
	3rd class	6	9	32	13	3	150	0	0	150	325	0	0	149	507	13	3	341	10	8		
	4th class	8	18																			
	Total ..	29	37																			
Lower department.	1st class	8	23																		Lower school examination Passed. 5	24
	2nd class	4	24																		Failed. 0	1
	3rd class	102	77																			
	Total	114	124																			

27 There has been an increase of 8 boys in the middle department, and of 34 in the lower department, including 24 boys who passed into the middle department through the lower school examination; of these 24, there were 13 belonging to the Persian school and 11 to the Sanskrit class.

Remarks on above statement.

The expenditure according to the above statistics has been increased in the middle department by Rs. 637-11-2, and decreased in the lower department by Rs. 166 2-7.

Expenditure.

School-house.

Remarks on examination by Inspector.

28. The school-house is in first-rate order. At my last examination of the school, I found the 1st class in a very poor condition, and since then, the 6 boys in it all failed at the last middle school examination in almost all their subjects. The other classes of the middle department were middling in English and arithmetic, and bad in Persian. The lower schools, Persian and Hindī, had done fairly, and passed 24 boys out of 26 in their first classes into the middle department.

Teachers.

29. The staff of teachers in the middle department kept steady at work during the year, except that the teacher of general subjects was away for three months on leave.

BHERA ZIL' SCHOOL.

30. Comparative statement of number of students in each department and each class at the end of the past two years, and results of annual examination :—

No. of classes.	No. in classes.		Fees.		EXPENDITURE. Local Funds.		From Government.		Total.		Results of middle school examination.	
	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.
Middle department.												
1st class	8	2	52	6	38	0	2,101	2,504	2,139	2,594	Passed. 0 Failed. 3	Passed. 0 Failed. 0
2nd class	6	4	14	13	8	0	4	3	12	3		
3rd class	6	9	0	52	0	90	6	1	6	1		
4th class	39	21	7	6	0	0	0	0	0	0		
Total ...	59	36	71	26	...	273	180	252	251	561		
Lower department.												
1st class	8	14	7	4	...	6	0	0	7	4	Passed. 11 Failed. 5	Passed. 8 Failed. 9
2nd class	24	18	0	9	...	0	0	0	0	9		
3rd class	60	32	0	0	...	0	0	0	0	0		
Total ...	92	64	7	13	...	6	0	0	7	13		

State of Bherā school.

31. This school, as I said before, almost totally collapsed during the year, owing to dissensions among the teachers, and ill-feeling between the members of the former Local Committee that had been abolished and of those of the newly formed one. The Head Master and Assistant English Teacher were both transferred, and others substituted in their place; and the school towards the end of the year was gradually beginning to improve under the active conduct of its new Head Master, but is still very far from its former strength, as will be seen from the above comparative statement. I have not seen either the new Head Master or his English Assistant yet; from the reports sent to me by the former, of what is being done both by himself and by the new Local Committee since he arrived, it would appear that the school has profited by the change of masters and committee.

Change of teachers.

School improving again.

Examination of school by Inspector.

32. At my last examination of the school there were 6 boys in the 1st class of the middle department: all of whom read badly in English, and did not understand well what they had studied in their English text-book. In Persian and arithmetic three boys were fair, in history and geography not much done. There were only three out of the whole class who had the slightest chance of passing the last middle school examination, but none of them competed at it.

The 2nd middle class, consisting of 5 boys, had left the school a day or two before my examination of it; the reason given was that they had not been properly attended to by one of the teachers, but on enquiry into the conduct of that teacher towards the other classes and from other evidence, I came to the conclusion that the above reason was false, and that the real cause of the desertion of the whole class lay in the quarrelling going on among teachers and committee members: most of these boys returned of their own accord to the school a few days after I left it. The 3rd class, with 5 students in it, was bad in English reading and translation, and in writing from dictation. In arithmetic only the portion prescribed for the class below had been studied and that badly.

The 4th class had several divisions in it; the 1st division, with 6 boys in it, was good in English; the other divisions seemed to have only lately commenced the English primer.

The lower school was in general bad.

School-house.

33. The school-house is in fair order.

Town Schools.

Number of town schools same as last year.

34. The number of these has not increased during the year, but the village school of Ahmadpur, in the Jhang district, is to be raised to this grade from April 1871; I therefore give a statement of its condition along with the town schools to show how it commences in its new grade.

35. The following is the comparative statement of town schools for the past two years:—

Government.

No. of classes.	Multān district.		Jhang district.							
	Bahādarpur. No. of students		Mighiānā. No. of students		Chaniot. No. of students.		Ahmadpur. No. of students		Total in all the classes.*	
	1869-70	1870-71	1869-70	1870-71	1869-70	1870-71	1869-70	1870-71	1869-70	1870-71
1st class	...	...	...	...	...	...	..	...	..	..
2nd do.	2	2	...	...	3	...	..	...	5	2
3rd do.	2	2	4	7	5	10	1	1	11	19
4th do.	7	6	3	9	9	8	3	13	19	23
5th do.	13	9	13	14	12	15	11	15	38	38
6th do.	18	20	28	42	20	22	20	24	66	84
7th do.	14	9	17	35	21	32	8	19	52	76
8th do.	13	15	70	43	46	76	23	27	129	134
Total ...	69	63	135	150	116	163	66	99	320	376

* Ahmadpur being a village school till the end of the year, its numbers are not reckoned in the total.

No. of classes.	Montgomery district.				Muzaffargarh district.				Total in all the classes.	
	Kot Kamālīā.		Sayadwālā.		Muzaffargarh.		Kot Uddū.			
	1869-70	1870-71	1869-70	1870-71	1869-70	1870-71	1869-70	1870-71	1869-70	1870-71
1st class	...	...	..	...	...	...	...	...	...	...
2nd do.	...	2	...	..	..	...	...	...	...	2
3rd do.	3	4	2	1	8	3	4	2	17	10
4th do.	2	..	5	6	8	7	7	3	22	16
5th do.	2	11	8	5	13	15	12	11	35	42
6th do.	6	18	11	14	20	23	19	12	56	67
7th do.	20	13	10	16	15	15	16	17	61	61
8th do.	16	40	18	37	48	51	82	59	164	187
Total ...	49	88	54	79	112	114	140	104	355	385

36. *Aided.*

No. of classes.	Derā Gāzī Khān district.							
	Jāmpur town school. No. of students.		Chotī town school. No. of students		Hyrogarbī town school No. of students.		Total in all the classes	
	1869-70	1870-71	1869-70	1870-71	1869-70	1870-71	1869-70	1870-71
1st class	...	2	...	...	...		...	2
2nd do.	2	...	...	...	2	1	4	1
3rd do.	...	2	3	...	4	4	7	6
4th do.	3	2	1	8	2	6	4	16
5th do.	7	7	16	10	5	10	28	27
6th do.	5	11	8	11	11	6	24	28
7th do.	9	13	11	12	15	8	35	33
8th do.	114	88	19	10	15	10	148	108
Total ...	140	125	58	51	54	45	252	221
Total of Government and Aided together.	...	...	...	...	...	...	927	982

Bahādarpur town school.

37. The classification of the Bahādarpur town school remains the same for the past 2 years, but there is a decrease of 6 students on the rolls for this year. When I examined the school in December last I found the 2nd, 3rd, and 4th classes in a very fair condition. The 5th class was on the whole not so good: out of 7 students present, only 3 were good in writing from dictation, and only 5 were well prepared in the prescribed portion of the Gulistān. The 6th class was not good—this last with the 7th and 8th classes will be better attended to for the future, as an assistant teacher has lately been substituted for a monitor that was previously employed.

Mighīānā town school.

38. The Mighīānā town school has increased in number of students during the year, as will be seen from the statement, though the number of classes remains the same as that for last year.

In the two highest classes I found at the last examination that geography was not well learnt. The two next were not good in writing and arithmetic; and the two lowest classes were on the whole middling. It is, however, hardly fair to make any strict comments on the progress of a school that has only 3 vernacular teachers to attend to 150 boys divided off into 6 classes. I have proposed a staff of 5 teachers, which has, I believe, lately been established, so that we may expect better results for the future.

Chaniot town school.

39. The Chaniot school has increased considerably in numbers, although the 2nd class, the highest of last year, has vanished; the examination given by the whole school was very good; the general subjects, such as history, geography, arithmetic, &c., are better taught here than in the other town schools of this circle. The students here also appear from an examination of the statement to carry on their school career longer, taking them in a body, than in other town schools, there being as 10 students in so high a class as the 3rd. The Mighīānā school has as many as 7 students

this year, and Muzaffargarh had 8 last year, in their respective 3rd classes; but the students of these schools have English in their course of studies in their higher classes—an inducement which Chaniot has not.

Ahmadpur village school to be raised to town grade.

In the last examination given by the Ahmadpur school there was one boy in the 3rd class, and he wrote and read Persian and Urdū very creditably, and knew arithmetic well as far as the rule of three. In the 4th class were two boys; of whom one read and wrote Persian and Urdū fairly, and was middling in arithmetic; the other was not good. The 5th to 8th classes containing 11, 17, 16, and 41 boys respectively were in very good order.

Kot Kamālīā town school.

40. The Kot Kamālīā town school has nearly doubled its former number of students during the year, and has increased its classes, the highest for this year being the 2nd. I did not take a regular detailed examination of this school during this year, as I had no opportunity of passing through Kamālīā on my regular tour, and I should have had to go a great number of miles to get at it alone; Mr. Tolbart, the Assistant Commissioner of Montgomery, however, visited it as often as three times during the year, and pronounces it to be the best in his district. Now that a camel dāk has been lately started between the Railway Station of Chīchāwatnī and Jhang, which goes through Kamālīā, it will be easier to inspect the school there in future.

Sayadwālā town school.

41. The Sayadwālā school has increased in number of students, but the classification is the same for both years. At the last examination the 3rd class, consisting of 2 boys, was good, the 4th and 5th classes were bad in geography and arithmetic; in the 6th class were 7 boys, four of whom could read and write Urdū out of their class book fairly, and the same number knew arithmetic up to simple multiplication: very little Persian had been studied in the class. The 7th class had scarcely commenced to learn writing, but could read the 1st Urdū book fairly.

Muzaffargarh town school.

42. The Muzaffargarh town school is almost in the same state with regard to numbers as it was last year. The 6th, 7th, and 8th classes are not in near so good a condition as the corresponding classes in the other town schools; but the higher classes are better than those in most of the other schools.

Kot Uddū town school.

43. The Kot Uddū town school is the only one in which a great falling-off has to be recorded—the number for the two past years being 140 and 104, respectively. The Head Teacher of the school, a smart young man, who, report said, stood almost the first on the list of Lahore normal school candidates at the normal school examination in October last, was accused of some misdemeanour in his Post Office work, and turned out on the recommendation of the Tahsīldār, and this doubtless injured the school. Native rumour has it that the Tahsīldār was doing all he could to injure the school, because the Nāib-Tahsīldār, with whom he was quarrelling, showed his approval of its condition: this rumour seems to have foundation in the Tahsīldār's remarks in the inspection book.

VILLAGE SCHOOLS.

44. Comparative statement for the past 2 years:—

Government.

CLASS.	MULTAN DISTRICT.		MUZAFFARGARH DISTRICT.		MONTGOMERY DISTRICT.		JHANG DISTRICT.		SHAHPUR DISTRICT.		TOTAL IN EACH CLASS.	
	'69-70.	'70-71.	'69-70.	'70-71.	'69-70.	'70-71.	'69-70.	'70-71.	'69-70.	'70-71.	'69-70.	'70-71.
	39 Schools	32 Schools	19 Schools	19 Schools	12 Schools	13 Schools	23 Schools	20 Schools	38 Schools	27 Schools		
1st	...	...	...	...	...	...	...	...	..	...	..	...
2nd	...	...	...	...	...	2	...	...	...	...	...	2
3rd	4	2	9	1	...	4	10	17	...	10	23	34
4th	15	11	13	9	5	23	35	32	...	37	68	112
5th	100	107	54	39	39	31	78	93	128	94	399	364
6th	331	294	90	87	80	111	144	165	239	212	884	869
7th	317	247	131	111	84	118	131	133	290	202	953	811
8th	579	621	305	261	166	276	434	396	875	664	2,359	2,218
Totals	1,346	1,282	602	508	374	565	832	836	1,532	1,219	4,686	4,410
Average attendance	1,103	994	494	418	320	477	693	725	1,257	1,012	3,867	3,626

45. *Aidid.*

Class.	Dera Gazi Khan District. 1869-70. 33 Schools.	1870-70. 30 Schools.
1st	...	...
2nd	6	...
3rd	11	6
4th	19	15
5th	75	81
6th	198	150
7th	297	214
8th	453	479
Total	1,059	945
Average attendance	937	896
Total of Government and Aided	5,745	5,355
Total of average attendance	4,804	4,522

Remarks on above statement.

46. From this statement we see that there has been a reduction of 23 village schools during the year, and a decrease of 390 names on the attendance rolls; that the aggregate number of students has increased in the 3rd class by 6, and the 4th class by 40, and has decreased in the 5th by 29, and in the 6th by 63.

Number of village schools visited by Inspector.

Most advanced village schools.

47. Of the 141 Government and Aided village schools in the circle, I saw 118 at least once and a few twice in the year; and 82 of them I visited separately by going to the village that each was in. The best schools of this grade are those at Talambā and Jalālpur in the Multān district; 'Alīpur and Dāirā Dīnpanāh in the Muzaffargarh; Rājanpur in the Derā Gazī Khān; Sāhīwāl, Miānī, and Khushāb in the Shāhpur, and Shorkot in the Jhang district. The schools in the Jhang district have done very well during the year; very little progress is visible in those of Multān and Muzaffargarh. The progress made in the Montgomery and Shāhpur districts is seen by the increase in the number of classes during the year.

48. Female Schools.

	District.	No. of schools.	No. of girls.
Government.	Shāhpur	1	38
	Montgomery	9	127
	Jhang	7	203
Aided.	Montgomery	4	

49. There is one very good Hindī school at Mighīānā, and an Urdū one at Shorkot, both in the Jhang district. In the former were about 50 girls, most of whom could read and write in the Hindī character, and some could work easy sums in multiplication and division. The latter has about 24 little girls, a few of whom could read and write a little Urdū; and this school is carefully looked after by Pandit Thākur Dās, the Tahsīldār of Shorkot, so it may improve. I went to see some of the girls' schools in the Montgomery district, and made the following notes on them at the time:—"Went to one school and found 8 girls (the number on the register) present: 2 girls had commenced to read the Bālupdesh; the others at their letters." "Went to another school, in which 7 girls were said to be reading, but I could not see them, as the teacher said they were ashamed to come before me." "Went to two other schools in the one town; saw 18 in one and 14 in the other—in the former, one girl could read a little, and in the latter 3 little girls could read a little of the 1st Urdū book." "Saw two Hindī schools at Sayadwālā—30 girls in one and 25 in the other; one girl in each was able to read a little out of the Bālupdesh; the others learning to write on their slates." "Went to inspect a girls' school at 2 o'clock P. M., and was told the girls were gone to their meals." "Went to another school, but could not see it, as the woman in charge had gone off on leave."

The best female schools.

Montgomery female schools.

JAIL SCHOOLS.

50. There are 4 jail schools in the circle—at Multān, Jhang, Shāhpur, and Montgomery—some statistics of which are given here:—

	Multān.		Jhang.		Montgomery.		Shāhpur.	
	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.
No. of prisoners.....	415	673	285	322	637	496	266	321
No. in school	415	359	109	75	64	67	70	74

51. The following remarks were made by me at the last examination of each. In the Montgomery jail school one man could read the Mufīd-ul-tālibīn in Persian, and the 2nd Urdū book; could also write a little, and work simple multiplication sums; 2 others could read the 2nd Urdū book, write a little, and work simple addition sums; 9 others could read short sentences out of the 1st Urdū book; and all the others are learning their letters; no improvement since the inspection before.

Montgomery jail school.

52. In the Jhang jail school 14 men could read Urdū a little, and of these 5 had just commenced Persian, could write a little easy Urdū, and work multiplication and division sums in arithmetic; the others were at their letters; scarcely any of the men at the examination before were present at this.

Jhang jail school.

53. In the Shāhpur jail school 2 men were learning Persian, and had read the Mufīd-ul-tālibīn; 9 men had read the 2nd Urdū book, and 10 men the 1st Urdū book; 4 men could write easy sentences; 8 could work easy sums in simple addition and subtraction, and the others (about 61 men) were learning their letters. In the examination before this one there were only 6 men who could read Urdū, which was almost all that could be done; at this examination 19 could read Urdū, and of these 2 had made some progress in Persian, and 10 in arithmetic—all of which showed very good work for the year.

Shāhpur jail school.

54. In the Multān jail school out of 367 men, said to be under instruction, 170 were present at the inspection; of this latter number, 15 could read; 38 were able to spell out easy words; 55 knew their letters, and 62 did not know them. Of the 15 who could read, 3 were studying the Gulistān, 8 the Karīmā, and 4 the Khāliqbārī, but very few could read well; all were reading the 1st and 2nd Urdū book, but only a few could read well, the others badly; 11 of the 15 were learning arithmetic, but only 2 could work a simple multiplication, and one a simple division sum correctly; the school had decreased in numbers since the inspection before, but the number learning Persian and arithmetic had increased a little.

Multān jail school.

55. *Extracts from Reports of Deputy Commissioners.*

Deputy Commissioner Multān—

"The educational report for this year hardly shows any progress in education. Six schools were abolished in consultation with the Inspector of schools Multān division for want of attendance, and this has been caused by the want of interest in education felt by the natives of this part of the country. They cannot well perceive the advantages of a systematic training, and are generally averse in sending their children to institutions of this kind. They prefer their ancient course of studies, and are likely to do so until they become more enlightened.

"The Tahsīldārs of Lodhran, Mylsī, and Sarāi Sidhu have taken interest in the cause of education, and are deserving of every commendation.

"During the year under review, a branch of the Panjāb university was established by Manohar Lāl, a member of the Multān Municipal Committee, with the assistance of the Raises of Multān, for teaching Oriental languages (Sanskrit and Arabic). It has made fair progress, and the average attendance is about 45 pupils per diem. The institution is under the management of the Municipal Committee, and is maintained from private contributions, independent of any grant-in-aid from the municipal revenue.

"The Chief Muharrir has not displayed as much zeal and energy in the cause of education as he should have done, especially when he is solely employed on that duty. I must endorse the opinion recorded of him by Major Shortt in his report for last year."

56. Deputy Commissioner Shāhpur—

"The number of students has greatly decreased. At the beginning of the year there were 1,532 students; at its close there remained 1,219, or 313 less than at the commencement of the year, the decrease was mostly owing to the closing of the 10 inferior schools during the year. Had they remained in existence, even considering their inferiority, we should have shown 1,634, against 1,535* for last year, and, looking at the matter in this light, instead of a decrease we should have shown an increase of 102 students.

"There is only one girls' school in this district, at the town of Shāhpur: there were 25 students at the end of the year. The average daily attendance was 20. They read the Qurān. I intend to take this school in hand, and to appoint, if possible, an efficient female teacher. I will also try and extend female education.

"Nawāb Mirzā, Chief Muharrir, is a very superior man, highly intelligent, and trustworthy. He takes much interest in the cause of education. I hope he will be able to advance the standard of the schools of this district. I have invited the co-operation of the Tahsīldārs, Raises and Native gentlemen, and we shall be able to judge of the fruit of their labors next year."

57. Assistant Commissioner Montgomery—

"The subject of education is one in which I take great interest, and I regret that press of work prevents me from submitting a detailed and exhaustive account of its progress here.

"Five thānā schools (female schools), at Pāk Patan, Hawelī, Basīrpur, Dapālpur, and Buchakī, were abolished at the beginning of the year, and four others, at Sayadwālā, Fatehpur, and Hujrā (2 here), have since been closed by the advice of the Inspector of schools. It must be admitted that most of these girls' schools are shams; still I do not wish to see our efforts for female education entirely discontinued. Mr. Blyth inspected seven of the boys' schools; Colonel Ferris two or three, and Muhammad Hayāt Khān two; I have myself visited nine or ten.

"The Kamālīā school may be considered the best within my jurisdiction. I have examined it three times. The number of boys is 88, or 39 more than last year.

"Sayadwālā was formerly an English school. I regret that it has ceased to be so, and have endeavoured to help those lads who had made progress in English by opening three Sayadwālā scholarships at Montgomery.

"The jail school is not very satisfactory.

"Of the Tahsīl officials, Jugal Kishor, Nathan Lāl, Ratan Lāl, and Nazr Muhammad have shown the greatest interest in education. The great increase at Dapālpur from 11 to 57 is mainly owing to Nazr Muhammad.

"I have reason to be satisfied with the Chief Muharrir, who works well single-handed.

"In conclusion, reference may be made to the 'jalsā' which was held here on the 1st of the month. A meeting for the distribution of prizes was combined with a farewell to Mr. Blyth. The sadr was crowded with a large concourse of people at the distribution of prizes; suitable addresses bearing on the subject of education were made by the Rev. J. Fordyce, who happened to be passing through the station, by Bābā Khem Singh, Mr. Blyth, and others. The more serious objects of the jalsā were combined with amusements—racing, the magic lantern, cricket, quoits, and other games."

58. Deputy Commissioner Derā Gāzī Khān—

"The attendance has fallen off by 180. This is partly due to the prevalence of fever during the months of October and November.

"The chiefs have shown their usual zeal for education, but the Municipal Committee have not exerted themselves properly in the cause of education. The state of the schools is creditable."

59. Deputy Commissioner Muzaffargarh—

"The falling-off is reported to be on account of the imposition of the fees on scholars, and somewhat to high prices.

"No new village school-houses were built during the year. The village school at Kinjar has been closed, and one reopened at Gujrāt in its stead.

"Rs. 760 have been expended in extending and making additions and alterations to the tahsīlī school-house, to admit of accommodation for the English pupils and their master.

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* If this be the case, the schools that were closed must have contained 415, which gives an average of 415 for each school—a higher average than that for the existing schools throughout the province. W. R. M. H., *D. P. I.*

"Rs. 447-10-9 have been credited to the 1 per cent. educational fund between the months of April 1870 and March 1871, on the following accounts :—

"Savings from salaries of establishment Rs. 447-10-9. Other sources nil.

"Rs. 59-3-6 have been expended on repairs to village schools in the district, and Rs. 100 in thoroughly repairing the village school-house at Sitpur.

"Rs. 10-9-6 have been realized on account of fees on scholars.

"Mr R. E. Egerton, Financial Commissioner, Panjāb, inspected the village school at Jatohī.

"Mr. A. Brandreth, Commissioner and Superintendent, Multān Division, inspected 2 village schools in the district.

"Lieutenant-Colonel J. Fendall, Deputy Commissioner, Muzaffargarh, inspected 9 village schools whilst on his tour.

"Mr. A. Mohan Bīr, Extra Assistant Commissioner, Muzaffargarh, inspected 3 village schools in the district.

"Rs. 4 worth of sweetmeat was distributed amongst the pupils.

"Deputy Inspector of schools, Muhammad 'Alī, visited the whole of the schools in the district. The Inspector of schools, Mr. D. Thompson, inspected the Khāngarh and Muzaffargarh schools, and distributed 225 books to pupils.

"Ghulām Murtazā, Tahsīldār of 'Alīpur, visited 3 village schools ; Lachhmī Narāin, Tahsīldār, Muzaffargarh, 2 schools ; and N'amat Rāi, Tahsīldār, Kot Uddū, 2 schools. Nazr Muhammad, Nāib-Tahsīldār, Kot Uddū, visited 5 schools

"Bahārū Lāl, Chaudrī of Khairpur, has used his influence in the cause of education."

60. Deputy Commissioner Jhang—

"The Municipalities have under consideration for the next Budget, a scheme for assisting sadr schools, and the cause of education generally, in the following specific ways :—1st, by following the example set by some other districts, of founding scholarships in the Lahore university. 2nd, by assisting boys going to study at Lahore, who have indifferent means. 3rd, by granting an allowance to a limited number of poor boys of the mufassil schools who wish to learn English at sadr. 4th, by founding a library, lecture and exhibition rooms at the sadr, for the use of the more advanced boys of the large schools at Jhang and Mighiānā. Certain local improvements for the school-houses at the sadr, such as the construction of baths, the addition of bells and blocks, the proper care and improvement of gardens, the addition of a gymnasium and cricket ground are being carried out from private subscriptions.

"Hukm Chand, Chief Muharrir, is zealous and energetic, and shows a very satisfactory persistance in visiting all the schools of the district, every one of which he has visited five and some six times during the six months under report.

"As the zil' school was at Jhang, which is nearly 2 miles distant from the larger and more flourishing town of Mighiānā, it was desirable that the zil' school should be made equally convenient and accessible to both towns. A large building was planned, and sanction is now expected for its construction about half-way between the two towns. The zil' school will be located there, and the old school-houses will be used as town schools Both the Municipal and Local Fund Committees have shown the most laudable desire to assist this most important of departments, and as a result the new Budget for 1871-72 shows contributions as follow :—12 scholarships at Rs. 3 per mensem have been established for the zil' school. These are to be given, on the Inspector's and Tahsīldārs' recommendations, to poor boys of the tahsīl schools who have attained the maximum of instruction available there and are too poor to support themselves while studying at Jhang in the zil' school. Rs. 20 per mensem have been set aside to assist poor boys of the zil' school who go to Lahore to try for the entrance university examination. Rs. 10 per mensem have been set aside to assist poor teachers and candidates going for examination to the Lahore normal school Being altogether a contribution of Rs. 66 per mensem in aid of the Educational Department. As respects other assistance, Rs. 45 per mensem have been added for increase of the pay of teachers at Jhang, Mighiānā, Chaniot, Shorkot, and Ahmadpur.

"There is one trifling point which I have myself initiated. I have made Patwārīs occasionally visit the schools in their circles, and am endeavouring, through the joint instrumentality of Patwārīs and the School Masters, to get the boys of the village school taught the nature of the Settlement records. These records are the title deeds of the country, and we can confer a great boon on land-holders by teaching their sons the exact nature of these records, and of their rights, so that they may not remain, as they now often are, in the hand of the village Patwārī.

"In conclusion, I would point out the urgent necessity for an increased educational cess. I believe some provision is being made in districts being newly settled, but meanwhile time is being lost in those in which the old settlement has expired and the new not commenced for want of establishment.

"What we want is an increased cess at once introduced in all districts in which the old settlement has expired, which will include a very large proportion of the province. The cess should be doubled and expenses taken from all districts of the above description. The land-holders will pay it without a murmur.

"The Lambardārs of this district but recently agreed to an additional one per cent. for general improvement, and I had hoped to have used a considerable portion for educational aid ; but the Financial Commissioner thinks that all such proposals should be kept up in abeyance, as there is under consideration of Government a scheme for local taxation which will probably absorb all propositions of this nature.

"The Jhang and Mighiānā schools are constantly inspected by myself and assistants ; and as Mr. Lewis, Extra Assistant Commissioner, was formerly in the Educational Department, I have made him make a weekly inspection of both schools. Of the 20 mufassil schools there have been 22 inspections by either myself or my assistants."

AIDED SCHOOLS.

Aided schools already mentioned.

Mission schools.

61. Besides the Aided village schools of Derā Gazī Khān, and the Aided female schools in Montgomery, which have been already mentioned, there are the Mission schools at Multān (both male and female), at Shujābād, and Bahāwalpur, the last of which gets a grant from the revenues of the Bahāwalpur State ; and the Aided cantonment school in the sadr bazār, Multān.

The Multān Mission (boys) school had 112 students at the end of the year, against 75 at the end of the last. The Shujābād Mission school had 63 last year and 60 at the end of this—6 boys from the former and two from the latter school competed at the last middle school examination, but none passed. The teaching staff and expenditure in each school remain the same as for the last year. Remarks on the annual examination of both schools taken by me were forwarded to your office, and need not be here repeated. It is the aim of the Manager of these schools, Mr. Briggs, to try and assimilate the scheme of studies followed in them with that of Government schools, as far as possible, but one great difficulty in accomplishing this is the backwardness of his classes in Vernacular and general subjects as compared with those in a Government school.

General remarks on Multān and Shujābad schools.

Mission schools inferior in Vernacular to Government schools.

62. The Bahāwalpur school had 118 students on the rolls at the end of the year, with an average daily attendance of 70; the fees and fines collected during the year amounted to Rs. 196-3-0; the expenditure for the whole year was 2,938-15-11, and of this amount Rs 900, or far less than one-third of the whole, was furnished by the Mission. I inspected the school lately and found 88 boys present. As no report of the examination was sent up to your office, I shall give some remarks on it here. There were 45 boys learning English and the Vernacular, the rest learning the Vernacular only. The highest class was studying the 3rd English book (Bombay series), and the next highest, a smaller 3rd English book (Madras series). Both classes read and gave the meaning of what they were reading fairly, but in writing from dictation very few of the boys did at all well. Both classes were studying the 1st chapter of Gulistān, which is studied in the 4th class in a Government school. There are also three Vernacular middle classes, which are in advance of the English classes in Persian and general subjects, but in which English is not taught. In the 1st of these classes the two boys belonging to it, who were present, read a portion of the 1st chapter of the Anwār-Suhailī and gave the meaning of it very fairly; they have also read through the whole of the Bostān, and knew some grammar; in geography both knew something about Europe; in geometry the 1st book of euclid was studied, but did not seem to be understood. In the next class three books of Gulistān were studied, as also the account of Europe and Asia in geography; in these subjects one boy was fairly up, the other was not; both were bad in Persian grammar and parsing. The lower Vernacular classes were in very fair order. The school in general seems to be in about the same state as it was in at my inspection of it the year before with regard to number and efficiency, but the collection of fees and general expenditure on the school have increased.

Bahāwalpur Mission school.

Examination taken by Inspector.

State of school same since last year.

The Mission contribute a fixed sum of Rs. 75 per mensem towards the maintenance of this school, and the remainder of the expenditure, whatever it amounts to, is defrayed from the State revenues.

Mission contribution fixed at Rs. 75 per mensem.

The Government grants to the Multān and Shujābād schools—Rs. 100 to the former and Rs. 35 per mensem to the latter—have not been changed since last year.

Government grants to Multān and Shujābād not changed.

63. The following remarks on the female schools under the charge of Mrs. Briggs have been forwarded to me by Mr. Briggs:—

"At the end of March last there were six female schools in existence, containing an aggregate of 72 girls, all Muhammadans. The whole read Urdū, and four of them Persian also. The books taught are the Urdū primer, scripture, scripture history, and Mufīz-ul-mubtadī. A large proportion of the girls can read Urdū with tolerable fluency, and can fairly understand what they read. Writing is taught to a number of the girls, and arithmetic is beginning to be taught in some of the schools. Notwithstanding the prejudice which exists against teaching girls, I am happy in being able to report progress, though small, during the year."

64. The Aided cantonment school in the sadr bazār at Multān had 75 students at the end of the year, 51 of whom were learning English, besides Persian and Urdū. It has made very creditable progress during the year. At my last examination of the school I found the English-learning students divided into three classes; in the highest class were 7 boys reading 1st English reader; had read 3 chapters of the Gulistān, arithmetic up to compound division, and had just commenced history and geography. In English they passed a good examination, but not in arithmetic or Persian. In the 2nd class were 4 boys, who were studying the small 2nd English book, and Mufīd-ul-tālibīn in Persian; in arithmetic they did not profess to have learnt as much as the class above them, but were in reality as far advanced.

Statistics of Multān cantonment school.

Examination of school by Inspector.

In the lowest class there were 31 boys present—6 of whom had gone through a good portion of the English primer, the Muntakhabāt-Fārsī in Persian, and the 2nd Urdū book; in arithmetic up to simple multiplication: and the 25 others were at the commencement of the English primer and 1st Urdū book. There was a Government grant of Rs. 60 per mensem sanctioned for the school, but not more than Rs. 36 per mensem have been drawn on account of the difficulty experienced in raising private subscriptions. The teaching staff consists of only one English and one Vernacular teacher, besides a man who gives general help for three hours a day. The Head Master of the school, Pandit Kishan Narāin, to whose energy it has owed its success up to this, went away on four months' leave from the 1st March, and was succeeded by Kundan Lāl, the Superintendent of the Derā Gāzī Khān branch schools.

Expenditure.

Staff of teachers.

65. There are English teachers, supported on the grant-in-aid principle, attached to 4 village schools and 2 town schools; the work done by each is here given.

English teachers attached to Vernacular schools.

66. The Montgomery village school has got an English teacher on Rs. 45 per mensem, and an assistant teacher on Rs. 15 per mensem, who helps in both the English and Vernacular. In January last there were 21 boys learning English—of these 7 were in two classes corresponding to the 3rd and 4th classes of a middle school; in the former were two boys who had gone all through the 1st English reader; and in the latter five who had read about 70 pages of the 2nd English book. All read and translated from their English book, but showed that they had been taken too quickly over their work; most of them made a very poor attempt at writing a piece of English from dictation; 14 boys were learning different parts of the English primer in the lower department. The school will never reach to a very high standard, for there are very few boys in it besides the sons of Government officials, and consequently the transferring about from district to district of these latter affects its condition.

Montgomery English teacher.

State of classes.

67. The Mighīānā English school has got two English teachers, one on Rs. 40 and the other on Rs. 15 per mensem; and 32 boys learning English, in classes corresponding to the 2nd, 3rd, and 4th of a middle school. Hitherto the progress in increase of numbers of the English department has been retarded by the insufficiency of Vernacular teachers in the lower classes, out of which the English department is supplied; for, as I mentioned in my last report on the school, there were only 3 Vernacular teachers for the 150 boys divided off into 6 classes.

Mighīānā English teachers.

There were no boys at the end of the year fit to go in for the lower school examination. Since my last visit, however, the number of teachers has been increased, which will of course cause a larger flow of boys into the middle department.

No boys passed last lower school examination.

68. The Muzaffargarh Vernacular town school has an English teacher attached to it on a salary of Rs. 40 per mensem. At the end of the year there were 20 boys learning English, and this number is to be increased on the 1st of April of the new year by 8 boys, who passed the lower school examination. The English department has been established for about a year, and now consists of 5 boys reading the 2nd English book, and 16 reading different parts of the English primer. Very fair progress has been made in the English since its commencement.

Muzaffargarh English classes.

69. The Shorkot village school has an English teacher on Rs. 30 per mensem, giving instruction to 27 boys; these are divided off into—the 2nd class, with 2 boys, studying 2nd English reader; 3rd class, with 8 boys, some reading 1st and some the 2nd English reader; and 4th class, with the rest, some learning the English primer, and a few trying to master the 1st English reader, which they were not at all able to do, and had consequently to be put back. The classes are not very satisfactory in English, which must be put down to their having been hitherto pushed on too fast into books they can't learn.

Shorkot English classes.

70. The Rājanpur village school has an English teacher on Rs 60 per mensem, giving instruction in English to 33 boys; 3 in the 3rd class, 7 in the 4th class according to the middle school scheme, and 23 in the lower department. Five boys that are now in the middle school passed the lower school examination this year, and the same number was also taken

away during the year—3 having got employment and 2 having died. The English teacher is supposed to have been appointed here to give an opportunity to the Rājanpur Chiefs of having their sons taught English, but up to the present, though the English department has been established six years, not one of them has sent a single one of their sons to the school.

71. In the Shāhpur station school there are 41 boys learning English—10 in the 2nd class (highest according to the middle scheme), who have nearly finished the 2nd English reader; 4 in the 3rd class learning 1st reader; and 27 in the 4th class, 6 reading the small 2nd English book, and the rest English primer. There are only about 41 boys in the whole school, and all are learning English as well as the Vernacular. This school, as was said before of the Montgomery school, will never attain to a much higher standard than its present one, as it is principally composed of the sons of Native officials, who are not of a sufficient number to make the school large, and don't stay long enough in the place to enable their sons to attain to a high degree of proficiency. The only place from which the school could get boys in any number is the large village of Shāhpur, which is about 2 or 3 miles from the station; but no boys will come from that place, as there is a man there, on a salary of Rs. 7 per mensem, given from the district, who teaches English to the boys of the village school there; the 24 or 25 boys learning from him would be able to hold their place against students in many an English school of much higher pretensions.

72. The following is the substance of Muhammad 'Alī, the Deputy Inspector's report on the schools, and general state of the education in the Bahāwalpur State:—

Bahāwalpur State schools.

Instruction in the Bahāwalpur Territory before the British took over charge of the State seems to have been pretty much the same as what is found in the Panjāb in those places where the English system is not in vogue—learning of the Qurān and other religious books off by heart, reading of such books as Gulistān, Bostān, &c., for which instruction the teachers do not seem to have received any pay either in cash or kind, monthly, quarterly, or yearly. In 1869, State schools were opened by Major Minchin, the Political Agent, and a Native placed in charge of them with the title of Inspector.

Number of schools and students.

There are now 32 schools in existence, and the Deputy Inspector saw 27 of them: this last number had an aggregate of 864 students on the attendance rolls, and an average attendance of 657. Seventy boys are reported as being able to write Urdū; 93 others can write short and easy sentences in this language; 236 boys read their Persian and Urdū class-books well; it is not mentioned here what classes these are in; but it can be gathered from other parts of the report that they are very low, the highest probably equal to the 6th class of a Panjāb Vernacular school; only 7 boys know any grammar, and 48 have learnt something of arithmetic; history and geography have not been introduced yet. There is an attempt at classification in the schools, but a very poor one; many classes have boys reading different books, or different parts of the same book. There is one school which rejoices in having a 3rd class, the boys of which are not equal in arithmetic to an ordinary 6th class; another school has a 5th class reading Bostān, but not superior in attainments to a 7th class. All this of course will be rectified in time. The teachers in general are men who have had very little education, and out of the whole number employed there are only two who can boast of any degree of training, and these two received this in one of the Panjāb normal schools. In four villages, where schools are, school-houses have been built; in 5 Government buildings are used for schools; in five others zimīndārs have given up their buildings; and 12 schools are carried on in 'masjids.'

Remarks on the teachers.

School-houses.

PRIVATE INSTITUTIONS.

Multān private school.

73. A private school was opened during the year in the city of Multān by the members of the Municipal Committee and other leading Natives in the city, with the object of teaching Arabic and Sanskrit. It is supported entirely by subscriptions from Natives. The Arabic department has got 25 boys and the Sanskrit department 26. In the Sanskrit department there is nothing except Sanskrit taught. In the Arabic department there is a little Persian taught with Arabic.

Statistics of indigenous schools.

74. The usual statement of indigenous schools accompanies this report. It will be seen from it that there are said to be 471 schools of this class throughout the whole circle, containing an aggregate of 6,683 students: 1,356 learning Persian, 3,999 learning Arabic, 76 Sanskrit, and 57 Urdū; and the expenditure for the whole is said to be Rs. 3,345-8, or at the rate of 8 annas per student per annum.

CONCLUDING REMARKS.

Multān gymnasium.

75. A gymnasium has been attached to the Multān zil' school, consisting of horizontal and parallel bars, giant's stride, climbing ladder, and wooden horse; but what seems to be most appreciated is a small ball alley, which is freely used, though it is in an unfinished state at present.

Cricket.

Cricket was practised during the cold season both by the Multān Government and Mission schools, but there was great disappointment felt at their not being invited to join in the matches that took place this year at Lahore. Cricket was also introduced in many of the village schools, but there is a great difficulty in obtaining country-made balls that are of any use, and providing English-made cricket balls at the rate of four or five rupees each is quite out of the question.

Branch Society of the Anjuman at Multān.

Attempt made to revive it.

76. A Branch Society of the Lahore Anjuman was established at Multān in 1869 before I came here, but it was given up almost as soon as it commenced; as the members of it, who were all Natives, said that they did not find any support from the European community, I tried to revive it during the year under review, but it appeared afterwards that the plan I had in view was not congenial to the Native mind. I invited some of the leading Native officials to a meeting—men whose opinion might be considered worth having in discussing those subjects that are from time to time given out from the Lahore Anjuman—and I proposed to commence a Society with this small body, the success of which would gradually induce others to become members.

Failure of attempt to revive it.

But from what I could gather at this meeting it appeared that those who were present did not like to waste the sweetness of their eloquence on the desert air of an empty room, but rather preferred to exhibit it before an admiring crowd; in other words, they seemed more inclined for a grand 'tamāshā' than for real business.

I had to go out into the district a day or two after the above meeting took place, and have heard nothing more about the Multān branch Anjuman.

Notice of Native officials.

77. I forward a list of the Native officials whose work in the cause of education during the year has given me most satisfaction. There are some other men mentioned in the "extracts from Deputy Commissioners' reports," with whose work the District Officers expressed themselves satisfied.

Names of Native officials.

Rahīm Shāh,	Tahsīldār,	Lodhrān,	Multān District.
Ghulām Murtazā,	do.	'Alipur,	Muzaffargarh do.
Pandit Thākur Dās,	do.	Shorkot,	Jhang do.
Pandit Jaigopāl,	do.	Chaniot,	do. do.

Office establishment.

78. In conclusion, I have been perfectly well satisfied with the work of Lālā Shām Lāl, the English Clerk, and Nathū Rām, the Persian Writer, of my office.

D. W. THOMPSON,

Inspector of Schools, Multān Circle.

10TH JUNE, 1871.

Report on the Bengal Military Normal School for Army School Mistresses.

From CAPTAIN W. R. M. HOLROYD, *Director of Public Instruction, Panjāb, to the Military Secretary to Government, Panjāb, No.*—38, *dated 22nd August* 1871.

I have the honour to submit the annual report by Captain Dunn, Superintendent of Army Schools, on the Bengal Military Normal School at Kasaulī, for the year 1870-71.

At the commencement of the year there were five students; three of whom completed the course during the year, and were recommended as third class school mistresses. Of these one has obtained employment, one has returned to England with her husband, and the third is awaiting a vacancy. Six students joined during the course of the year.

Difficulty is still found in obtaining appointments for women trained in the institution, but a recent order from Army Head-Quarters is likely to some extent to provide for their employment.

The question of maintaining the institution on its present footing, which was referred to in the two last reports, is still under consideration, but is likely soon to be decided in connection with new Army School Regulations for India.

Mrs. Vice, the Head Mistress, and her Assistant, have conducted their duties in a satisfactory mannar, and the conduct of all the students is reported to have been good.

From CAPTAIN F. W. DUNN, *Superintendent of Army Schools, to the Director of Public Instruction, Panjāb,—No.* 31, *N. S., dated* 13*th July* 1871.

I have the honor to submit, for the information of the Panjāb Government, annual report of the Bengal Military Normal School, for the year 1870-71, called for in your memo. No. 3, dated 17th ultimo. I regret that the numerous pressing matters demanding my immediate attention on my return to office in June, have prevented my submitting the report earlier.

At the close of the year 1869-70, there were five students in the institution, of these three, named in the margin, completed the course during the year, and were recommended as third class school mistresses.

Miss Parsons.
Mrs. Elkington.
,, O'Callaghan.

Mrs. Elkington was posted to the Kasaulī Convalescent Depôt, but her husband being invalided to England shortly after taking over charge, she was obliged to resign her appointment and accompany him. Miss. Parsons has been posted to the Convalescent Depôt, Darjeeling, for the season; and Mrs. O'Callaghan is at present awaiting a vacancy.

Difficulties still occur in providing suitable appointments for those who pass out of the institution, and three or four are at present without employment; attention, however, having been drawn to the circumstance of several untrained persons being in charge of Regimental Infant schools as acting school mistresses, while there are trained school mistresses unemployed, the Right Hon'ble the Commander-in-Chief has been pleased to issue an order on the point (copy enclosed) which will place more appointments at my disposal. In some cases the position of the husbands (as Non-Commissioned Officers of standing, who would be required to relinquish their rank on transfer to another Corps, or as belonging to a particular arm of the service) offers an obstacle to the employment of the wives as school mistresses which it is not easy to remove.

Six students joined during the year, so that at the close of 1870-71 (as at the date of my last report) there were eight students under instruction; while two have since joined. One promising candidate of the Roman Catholic persuasion declined admission, when the conditions under which alone she could be admitted were explained to her. Three of the students at present under instruction are girls admitted under the arrangement sanctioned in Government resolution communicated with your office No. 1, dated 9th January 1868.

Mrs. Vice's report as to the conduct and industry of the students under her charge is very satisfactory, as also in regard to the manner in which Miss Parsons, the Assistant Mistress, has performed her duties. I enclose Mrs. Vice's letter I am somewhat in doubt as to the capacity of one are more of the students now in the institution, but purpose holding an examination during the first week in August, and will furnish a report thereof on its conclusion.

The question of the maintenance of the institution on its present footing, referred to in my report for the year 1868-69, is still under consideration in connection with proposed new Army School Regulations for India, but will, I anticipate, shortly be decided; in these regulations the improved rates of pay for Army School Mistresses, so long held in abeyance, will, it is believed, find a place.

Mrs. Vice, the Head Mistress, has as heretofore discharged the duties of her post with unremitting assiduity.

From MRS. C. W. VICE, *Head Mistress, Bengal Military Normal School, to the Superintendent of Army Schools, Kasauli,—No.* 11, *dated* 1*st July* 1871.

In reply to your docket No. 26, requesting a report on the conduct and diligence of the students during the past year, also on the manner in which Miss Parson has perfomed her duties as Assistant Mistress, I have much pleasure in stating that everything has gone on most satisfactorily. The students I have now under my care (especially the resident) are very quiet and well behaved in their manners, and their conduct has been all I could wish. They are studious and attentive, and are now preparing for the examination, which I trust several will pass favorably. Miss Parson has also given me entire satisfaction, and performed her duties very creditably.

Copy of G. O. No. 139, *dated* 30*th June* 1871.

As some misapprehension appears to exist regarding the appointment of Acting School Mistress to fill the temporary vacancies in British Corps, the Right Hon'ble the Commander-in-Chief in India desires it to be understood, that the charge of Infant and Industrial schools should always, when practicable, be held by *trained* School Mistresses.

Military Regulations, section 57, para. 45.

His Excellency therefore directs that, whenever a vacancy occurs, application be at once made to the Superintendent Army Schools for the services of a trained school mistress, temporary arrangements being made under the orders of the Officer Commanding the Corps by an acting appointment.

The above order is applicable to all Corps to which a trained school mistress has not been appointed. Should there be any special grounds for retaining the services of any particular untrained school mistress, an application, stating fully the reasons, should be forwarded at once to Head-Quarters for the consideration of the Commander-in-Chief in India.

Report on Roman Catholic Orphanage, Simla.

From CAPTAIN W. R. M. HOLROYD, *Director of Public Instruction, Panjāb, to the Secretary to Government Panjāb, Military Department,—No.* 37, *dated* 22*nd August* 1871.

I have the honor to submit a report by the Revd. Father Sebastian on the Roman Catholic Orphanage at Simlā, for the year 1870-71; together with the Inspector's report on his recent examination of that institution.

At the time of the Inspector's previous visit the school contained 82 children; the number subsequently rose to 119, but had fallen to 96 when he last examined the school. More than half the girls are the daughters of soldiers; and rather less than one-fourth are the orphan children of Europeans of the poorer class; the parents of the remainder are Civilians who pay fees for their daughters' education. The children are maintained partly by the Government allowance, partly by school fees, and partly by voluntary subscriptions and donations. Their age varies from two to nineteen years.

The Inspector reports favorably of the manner in which the girls have been taught; but with the exception of the first class, they showed a disposition to whisper to prompt each other during the examination. The school authorities will, I have no doubt, endeavour to correct the fault before the next examination.

The health of the children has been remarkably good, and the domestic arrangements appear to be highly satisfactory. A large play-ground has been made, and the foundations of the chapel have been laid. It has, however, been found necessary, for want of funds, to suspend the latter work.

From the REVD. FATHER LAWRENCE, *Superintendent, Roman Catholic Institution, Simlā, to* CAPTAIN W. R. M. HOLROYD, *Director of Public Instruction, Panjāb, dated* 24*th June* 1871.

Agreeably to your memo. No. 67 of the 17th June 1871, I have the honor to submit to you, for the information of Government, the annual report of the Roman Catholic Institution at Simlā, for the year 1870-71.

2. Within last year nothing extraordinary worth of a special mention has taken place.

3. The number of children reported last year was 104; out of these 14 have been removed either by their guardians or they have been married. Since that, 33 new inmates have been added to the institution, and their total number, at the present date, ascends to 119, which gives an increase of 15 to the number of last year.

4. The children's age varies from 2 to 19 years; more than half of them belong to the Army, and the remainder to Civilians and poor deceased European parents. The former are 70, the second 26, the latter 23; total 119. They are maintained partly from the Government allowances, partly from the schooling fees, and partly by voluntary subscriptions and donations.

5. One of the seven Nuns, who shared in teaching the children, and mentioned in the last report, having been advised by the Doctor to proceed to Europe, on account of bad health, left Simlā in last May. This notwithstanding, the staff of teachers has never been so well completed as it is at present: having, on account of the always increasing number of the children, got up five more Nuns of the said staff (one French and four British), and thus now being 11 to share in the same routine of business, there is no doubt that the children will be better cared, watched, and instructed.

6. The inmates during the year have always enjoyed the most perfect health, with the exception of some insignificant indispositions; and even those who came from the plains in a very precarious state of health have perfectly recovered.

7. With regard to the interior management of the institution, as it is not becoming to me to bestow any eulogium on the Nuns, so I beg leave to refer you to the statements and reports of the Committee, and of the General Meeting for the inspection, as well as to the report of the Inspector of schools with reference to the children's examination, and finally to the sayings of the many gentlemen and ladies who very often have honored the institution with their visits.

8. With reference to the building, it has been kept in due repairs, and, as possible, improved; whilst a new and very extensive play-ground has been made for the comfort of the children, to afford them more exercise at the recreation time.

9. Finally, the institution is in great want of a chapel, the old and provisory one falling down in every direction, and, besides, it is insufficient to accommodate the present inmates. The foundations for a new chapel have been laid, and materials purchased; but, for want of funds, the work has been stopped some months ago.

From C. R. COOKE, ESQUIRE, *Inspector of Schools, Ambālā Circle, to* CAPTAIN W. R. M. HOLROYD, *Director of Public Instruction, Panjāb,—No.* 108, *dated* 10*th July* 1871.

I have the honor to lay before you my report on the Roman Catholic Orphanage at Simlā, inspected by me this day.

The number of children now in the orphanage is 96; this gives an increase of 14 over the number I found on the rolls in October last. This increase is satisfactory, showing that the institution is progressing in usefulness; and as there is, I am told, sufficient accommodation for 20 more, I have little doubt but that the full number will soon be made up.

1st class. In the 1st class are 4 girls. They knew arithmetic up to practice and vulgar fractions, and worked all the sums I gave them very correctly; wrote a moderately easy piece of dictation without a mistake; had learnt and answered very creditably in the history of England up to the end of the Plantagenet line, and knew the map of Asia very well. They read with a very good accent, and answered questions in English grammar with great intelligence. These four girls are a credit to the institution.

No 2nd class. There are no girls reading the subjects prescribed for the 2nd class, those who were in the 3rd class at the time of my last examination not having been promoted.

3rd class. The eight girls in the third class knew English history up to the Conquest, and are tolerably familiar with the map of Europe. They can name the chief countries, rivers, islands, &c., but are not very quick at pointing out places on the map. They worked sums in compound addition and subtraction with only a very few failures, and answered questions in etymology fairly.

4th class. The 4th class, 8 girls, have just commenced arithmetic, geography, and grammar, and could answer the simplest questions. In arithmetic they knew the four simple rules, and in geography the outlines of Europe and Asia.

5th class. There were 28 girls in the two divisions of the 5th class. Two-thirds of them could read simple words of two syllables, and spell very correctly the words in their reading-book; the rest were beginners, who could spell out little words of three or four letters.

6th class. This is the infant class, a large number of very young children who are just beginning to learn their letters.

These little orphans—the youngest in the institution being under 2 years of age—seem to be most tenderly cared for by the Nuns. From the eldest girls to the youngest they all looked the picture of health, and one child only was in hospital.

I was sorry to notice that the girls were not quite so orderly during the examination as might have been wished; there was a great deal of whispering and attempting to prompt one another in all the classes except the first.

I visited the dormitories and kitchens, and saw the children at dinner; they seemed to have plenty of food and of good quality. The sleeping rooms were clean and airy, and not overcrowded.

The foundation of the chapel has been laid, but, from want of funds, the work cannot be proceeded with.

STATEMENTS.

(*Imperial Return*).

EDUCATION B I.

THE UNIVERSITY.

Result of the Examination of the University of Calcutta, as regards the Panjāb, for the year 1870-71.

Nature of Examination.	No. of affiliated colleges.	No. of their students.	No. of candidates.	Average age.	Educated in		Religion.				Passed in			Net cost to Government.		
					Government schools.	Private schools.	Christians.	Hindūs.	Muhammadans.	Others.	First division.	Second division.	Third division.			
Entrance Examination	...	...	70	18	36	34	5	57	8	...	6	*29	15	4,881	2	8
First Examination in Arts	2	102	19	20	19	...	...	18	1	...	3	9	3	9,074	1	6
B. A. Examination			4	22	4	...	1	3	...	...	1	...	...	646	5	7
M. A. ditto.																
B. L. ditto.																
L. L. ditto.																
L. M. S. First Examination.																
L. M. S. Second Examination.																
B. M. Examination.																
M. D. Examination.																
Total	2	102	93	20	59	34	6	78	9	...	10	38	18	14,601	9	9

* Exclusive of one Teacher.

(*Imperial Return*). EDUCA

General Statement of Educational Institutions in the

Class of Institution.	1	2	3	4	5	6	7			8			9			10		
	Government Institutions.																	
					Teachers.		Income.											
	Number.	No. of students on the rolls.	Average attendance daily.	Average age.	Christians.	Others.	Public funds.			Educational cess fund.			Fees.			Total.		
Colleges.																		
Arts	2	102	74	19	6	4	50,476	6	1	...	...	...	1,742	14	0	52,219	4	1
Schools.																		
Higher	4	193	171	18	6	12	34,679	4	7	1,591	11	6	1,498	4	0	37,769	4	1
Middle	97	9,211	7,476	12	12	318	1,08,172	14	0	17,820	12	6	6,264	1	11	1,32,257	12	5
Lower	1,116	47,373	36,556	18	...	1,257	16,865	4	8	1,40,605	2	10	4,830	15	3	1,62,301	6	9
Girls' schools.																		
Higher	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower	138	3,174	2,811	8	...	138	6,336	10	11	6,624	8	7	...	...	...	12,961	3	6
Normal schools.																		
For Masters	3	207	166	23	...	18	11,788	13	1	17,411	15	7	10	8	0	29,211	4	8
For Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	1,360	60,260	47,254	16	24	1,748	2,28,319	5	4	1,84,954	3	0	14,346	11	2	4,26,720	3	6

TION B. II.

Province of the Panjāb for the year 1870-71.

11	12	13	14	15	16	17	18	19	20			21			22			23	24	25	26	27	28
			Private Institutions, Aided and Unaided.																				
No. of persons instructed in			*Class.*					Average attendance daily.	*Income.*									*No. of persons instructed in*			Grand total, schools.	Grand total, average attendance.	Proportion of attendance to population.
English.	Vernacular.	General.	General.	Hindūs.	Muhammadans.	Christians.	Total.		From endowments.			From fees.			From Government grant.			English.	Vernacular.	General.			
102	102	102	.	...	.	.	.	..	..	.		..	.		.			.	.	...	2	74	·0004
168	193	193	10	.	...	1	11	1,974	30,036	1	4	8,723	10	2	32,342	7	1	2,012	2,458	2,458	15	2,145	·01
1,788	9,211	9,211	36	1	...	2	39	2,722	61,462	1	2	6,848	5	4	43,547	11	9	1,571	3,041	3,041	136	10,198	·05
513	47,373	47,373	166	...	...	1	167	8,168	24,298	2	7	8,151	4	3	25,828	2	3	1,239	9,984	9,984	1,283	44,724	·2
...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	..	...	...	..
..	...		.	.		2	2	66	1,317	4	0	6,226	2	9	6,427	1	6	61	..	61	2	66	·0003
14	3,174	3,174	20	219	83	3	325	6,983	28,760	14	9	509	0	0	23,351	13	6	111	8,523	8,523	463	9,794	·05
143	207	207	...	...	..	..	...	.	..	..	...				.		..	.	...	..	3	166	·0009
...	...	...	7	...	...	...	7	162	10,728	15	10	...	..	..	17,285	14	9	.	198	198	7	162	·0009
2,728	60,260	60,260	239	220	83	9	551	20,075	1,56,603	7	8	30,458	6	6	1,48,783	2	10	4,994	24,204	24,265	1,911	67,329	·38

Population 1,76,11,498, taken from the last census report of the Panjāb.

(*Local Return*).

Statement of the Government Colleges in

1	2	3	4	5	6	7	8	9	10	11	12	13
District.	Name of Institution.	When established.	*No. of students on rolls at the close of the year.*				Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	*Teachers.*		Monthly rate of schooling fee.
			Hindūs.	Muhammadans.	Others.	Total.				Christians.	Others.	
1 Dehlī	Government college	1st May 1864	49	1	1	51	37	34	19	3	1	Rs. 2
2 Lahore	..... Ditto	1st Jany. 1864	42	5	4	51	46	40	19	3	3	Rs. 2
	Total	.....	91	6	5	102	83	74	19	6	4	...

(*Local Return*).

Statement of the Government Schools of

1	2	3	4	5	6	7	8	9	10	11	12	13
District.	Name of Institution.	When established.	*No. of students on rolls at the close of the year.*				Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	*Teachers*		Monthly rate of schooling fee.
			Hindūs.	Muhammadans.	Others.	Total.				Christians.	Others.	
	Ambālā Circle.											
Dehlī	Upper zil' school	1st May 1859	52	10	1	63	67	54	18	2	3	12 annas to 5 rupees
	Lahore Circle.											
Lahore	Upper zil' school	15th April 1860	41	12	1	54	57	48	18	2	3	12 annas to 2 rupees
,, ...	Oriental school	June 1870	16	12	2	30	47	35	16	...	4	3 annas
Amritsar	Upper zil' school	19th May 1851	32	12	2	46	40	34	20	2	2	8 annas to 2 rupees
		Total	89	36	5	130	144	117	18	4	9	
	Grand Total	.....	141	46	6	193	211	171	18	6	12	

the Panjāb for the year 1870-71.

14			15			16			17			18			19	20	21	22	23	24	25
Expenditure.												Amount collected in fees.			*No. of pupils instructed in*						
From public funds			From one per cent. educational cess fund.			Other sources			Total.						English.	Urdū.	Hindī (Nāgrī).	Hindī (Landa Mahājanī, &c.)	Arabic.	Persian.	Sanskrit.
23,919	1	11		·		2,932	6	0	26,851	7	11	822	0	0	51	..	...		13	...	36
26,557	4	2	...	·		4,493	0	0	31,050	4	2	920	14	0	51	..	..	...	35	...	13
50,476	6	1	·	...	·	7,425	6	0	57,901	12	1	1,742	14	0	102			..	48	...	49

the Higher Class for the year 1870-71.

14			15			16			17			18			19	20	21	22	23	24	25
Expenditure.												Amount collected in fees			*No. of pupils instructed in*						
From public funds			From one per cent. educational cess fund.			Other sources.			Total.						English.	Urdū.	Hindī (Nāgrī).	Hindī (Landa Mahājanī, &c.)	Arabic.	Persian.	Sanskrit.
11,794	12	7	119	14	6	919	6	6	12,834	1	7	757	4	0	63	20	..		22	·	21
12,870	15	3	54	0	0	·			12,924	15	3	510	12	0	54	20	...		30	...	24
2,320	15	9	1,099	5	0	..			3,420	4	9	38	14	0	5	..	...		21	...	9
7,692	9	0	318	8	0	...			8,011	1	0	191	6	0	46	...	...		20		21
22,884	8	0	1,471	13	0	..	·	·	24,356	5	0	741	0	0	105	20			71		54
34,679	4	7	1,591	11	6	919	6	6	37,190	6	7	1,498	4	0	168	40	...	..	93	..	75

(*Local Return*).

Statement of Government Schools of the

1	2	3	4	5	6	7	8	9	10	11	12	13
			No. of students on rolls at close of the year.							*Teachers.*		
District.	Name of Institution.	When established.	Hindūs.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.
	Ambālā Circle.											
1	Jagādhrī zil' middle school	1st June '58	31	2	3	36	35	29	16	1	5	2 as. to 1 r.
2	Ropar ditto	1st July '67	22	4	7	33	25	20	15	...	4	1 to 8 as.
	Total of zil' schools	.....	53	6	10	69	60	49	15	1	9	
1	Shāhābād town school	3rd Dec. '56	55	75	5	135	138	125	10	...	3	1 anna
2	Ambālā..... Thanesar ditto	Ditto	99	15	...	114	115	90	11	...	3	Do.
3	Burīā ditto	Ditto	69	40	5	114	137	121	11	...	4	Do.
4	Sadhaurā ditto	26th June '56	66	75	7	148	149	133	10	...	4	Do.
5	Manī Mājrā ditto	Ditto	41	18	3	62	71	65	10	...	2	Do.
6	Murandāh ditto	Ditto	32	19	7	58	69	63	11	...	2	Do.
7	Bharālī ditto	Ditto	40	61	1	102	109	90	10	...	3	Do.
8	Babīāl ditto	Ditto	37	14	17	68	67	57	15	...	2	Do.
	Total of town schools	.....	439	317	45	801	855	744	11	...	23	
	Grand Total	.....	492	323	55	870	915	793	13	1	32	
1	Jagraun town school	22nd June '56	155	41	1	197	195	169	11	...	2	1 to 2 as.
2	Rāikot ditto	Ditto	127	30	6	163	171	148	10	...	2	Do.
3	Gujarwāl ditto	Ditto	20	7	33	60	61	51	11	...	1	1 anna
4	Ludiānā..... Rāipur ditto	Ditto	35	9	25	69	61	51	10	...	1	Do.
5	Dharror ditto	Ditto	42	3	5	50	50	41	16	...	1	Do.
6	Khannā ditto	Ditto	61	26	26	113	111	97	10	...	2	Do.
7	Māchhīwārā ditto	Ditto	35	17	2	54	58	48	12	...	1	Do.
	Total of town schools	.....	475	133	98	706	707	605	11	...	10	
1	Simlā ..... Simlā zil' middle school	1st March '48	17	9	...	26	19	13	13	...	2	1 a. to 1 r.
1	Charrī zil' middle school	1st May '59	133	43	1	177	128	107	15	...	17	6 as. to 5 rs.
1	Chelon-kā-Kuchā brch. school.	1st May '63	...	...	...	...	77	61	...	..	...	
1	Dehlī ..... 'Arab Sarāi town school	4th March '48	34	29	...	63	61	45	11	...	4	1 to 4 as.
2	Najafgarh ditto	1st Dec. '57	84	16	...	100	103	90	10	...	2	1 to 2 as.
3	Balabgarh ditto	28th Sep. '59	80	20	...	100	96	77	12	...	2	1 anna.
4	Farīdābād ditto	Ditto	51	14	...	65	83	70	12	...	3	1 to 3 as.
	Total of town schools	.....	249	79	...	328	343	282	11	...	11	
	Grand Total	.....	382	122	1	505	548	450	13	...	28	
1	Zil' middle school	23rd Oct. '56	27	7	...	34	32	26	15	...	5	1 a. to 1 r.
1	Karnāl..... Pānīpat town school	6th June '56	94	73	...	167	171	157	12	..	7	1 anna.
2	Kythal ditto	Ditto	193	41	1	235	237	203	11	...	7	1 to 2 as.
3	Pandrī ditto	Ditto	75	41	...	116	113	102	11	..	3	1 anna.
	Total of town schools	.....	362	155	1	518	521	462	11	...	17	
	Grand Total	.....	389	162	1	552	553	488	13	...	22	
1	Hissār ..... Bhewānī zil' middle school	24th Oct. '57	28	8	...	36	24	19	15	...	3	1 to 8 as.
1	Hissār town school	.....	46	14	...	60	67	60	11	..	4	1 to 2 as.
	Total	.....	74	22	...	96	91	79	13	...	7	
1	Gurgaon ..... Rewārī zil' middle school	1st June '57	63	14	...	77	58	42	15	...	5	2 as. to 1 r.
1	Rohtak zil' middle school	6th Dec. '56	36	11	1	48	41	37	15	...	5	2 as. to 1 r.
1	Rohtak ..... Gohānā town school	25th Jany. '60	62	28	...	90	96	76	12	...	4	1 to 2 as.
2	Bahādargarh ditto	21st July '57	117	44	...	161	148	120	11	...	3	Do.
3	Mahem ditto	.....	87	21	...	108	107	87	11	...	2	Do.
	Total of town schools	.....	266	93	...	359	351	283	11	...	9	
	Grand Total	.....	302	104	1	407	392	320	13	...	14	
1	Sirsā ..... Sirsā town school	1st Sep. '59	112	53	3	168	147	108	8	...	6	1 to 4 as.
8	Total of zil' schools	.....	357	98	12	467	439	354	15	1	46	
1	Total of branch schools	.....	...	...	..	...	...	...	...	...	...	
25	Total of town schools	.....	1,949	844	147	2,940	2,991	2,544	11	...	80	
34	Grand Total	.....	2,306	942	159	3,407	3,430	2,898	13	1	126	

Middle Class for the year 1870-71.

14	15	16	17	18	19	20	21	22	23	24	25
Expenditure.					*No. of pupils instructed in*						
From public funds.	From one per cent. educational cess fund.	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nāgrī).	Hindi (Landā Mahājanī, &c.)	Arabic.	Persian.	Sanskrit.
3,708 3 3	155 12 9	... ...	3,864 0 0	183 4 0	36	36	...	...	..	36	...
2,515 15 4	.. ..	... ...	2,515 15 4	54 11 9	33	...	...	...	...	33	...
6,224 2 7	155 12 9	... .	6,379 15 4	237 15 9	69	36	..	..	..	69	..
320 9 0	455 0 0	2 7 0	778 0 0	14 12 0	...	135	...	...	...	58	...
290 1 9	287 7 10	... .	577 9 7	9 3 0	...	59	55	.	.	25	13
569 1 6	181 8 1	361 1 6	1,111 11 1	8 2 0	15	64	..	50	...	32	...
309 14 3	353 0 1	60 0 0	722 14 4	21 13 0	...	88	..	60	...	63	...
289 14 9	138 13 0	.. ... .	428 11 9	6 0 0	...	62	..	..	...	32	...
280 10 0	106 0 0	3 8 0	390 2 0	3 0 0	..	58		..		30	..
313 2 7	158 2 1	... . ..	471 4 8	7 11 0	..	71	.	31	..	39	...
276 5 2	120 0 0	3 0 0	399 5 2	6 12 0	...	68	...	...	...	36	...
2,649 11 0	1,799 15 1	430 0 6	4,879 10 7	77 5 0	15	605	55	141	.	315	13
8,873 13 7	1,955 11 10	430 0 6	11,259 9 11	315 4 9	84	641	55	141	...	384	13
482 6 9	... . .	267 8 0	749 14 9	111 6 6	..	197	...	103	...	38	..
412 13 0	... . ..	144 8 0	557 5 0	78 15 0	...	163	...	81	...	43	...
306 10 5	... .	19 0 0	325 10 5	17 15 0	..	60	..	...	.	19	...
274 2 6	... .	40 9 3	314 11 9	4 7 0	.	69	.	...	..	31	...
254 1 7	... . .	20 0 0	274 1 7	6 14 0	...	50	.	...	..	30	...
310 14 2	0 2 0	23 8 0	334 8 2	32 12 0	...	113	...	47	...	23	...
391 12 2	20 0 0	91 0 0	502 12 2	25 5 0	...	54	...	...	1	27	...
2,432 12 7	20 2 0	606 1 3	3,058 15 10	277 10 6	...	706	...	231	1	211	...
3,098 6 0	.. . ...	573 12 0	3,672 2 0	37 11 0	26	26	...	...	.	26	...
11,032 10 8	974 5 11	1,119 4 1	13,126 [illegible] 8	615 0 0	177	109	...	...	68	109	...
... .	.	1,098 0 0	1,098 0 0	121 3 0	..	...	Closed	from	1st Ja	nuary	1871.
425 14 7	191 6 6	223 10 0	840 15 1	28 10 0	12	63	..	...	...	33	...
477 10 7	.. . .	33 0 0	510 10 7	43 15 0	...	40	68	12	2	18	2
390 0 4	... .	58 9 0	448 9 4	35 4 0	...	62	47	...	1	44	7
560 13 2	62 11 4	208 4 0	831 12 6	34 4 0	19	45	20	...	...	28	...
1,854 6 8	254 1 10	523 7 0	2,631 15 6	142 1 0	31	210	135	12	3	123	9
12,887 1 4	1,228 7 9	2,740 11 1	16,856 4 2	878 4 0	208	319	135	12	71	232	9
2,674 15 6	148 13 0	... .	2,823 12 6	143 8 0	34	34	..	...		34	...
831 6 5	594 14 9	408 4 9	1,834 9 11	21 2 0	32	142	25	...	...	60	...
639 3 0	683 3 0	225 0 0	1,547 6 0	37 3 0	46	150	57	28	3	64	...
363 9 8	97 13 9	... .. .	461 7 5	2 14 0	...	116		...	...	55	...
1,834 3 1	1,375 15 6	633 4 9	3,843 7 4	61 3 0	72	408	82	28	3	179	...
4,509 2 7	1,524 12 6	633 4 9	6,667 3 10	204 11 0	106	442	82	28	3	213	...
3,038 14 7	120 0 0	.	3,158 14 7	125 3 0	36	...	...	...	..	36	...
519 14 7	339 0 0	240 0 0	1,098 14 7	22 10 0	16	14	27	...		21	...
3,558 13 2	459 0 0	240 0 0	4,257 13 2	147 13 0	52	14	27	...	...	57	...
3,243 8 6	... ...	... .. .	3,243 8 6	236 9 0	77			...	...	77	...
4,232 15 4	86 13 10	... .	4,319 13 2	195 6 0	48	48	.	...		48	...
538 3 3	154 8 0	232 5 0	925 0 3	10 0 0	16	61	34	..	...	42	...
507 11 3	139 12 0	191 5 0	838 12 3	10 13 0	16	55	106	...	..	32	...
317 9 5	59 14 9	13 3 0	390 11 2	13 6 0	..	83	25	...	...	35	...
1,363 7 11	354 2 9	436 13 0	2,154 7 8	34 3 0	32	199	165	...	.	109	...
5,596 7 3	441 0 7	436 13 0	6,474 4 10	229 9 0	80	247	165	...	..	157	...
959 11 3	204 0 0	878 1 0	2,041 12 3	39 4 0	33	115	45	12	...	18	...
33,589 12 2	1,485 13 6	1,866 15 1	36,942 8 9	1,591 9 4	467	253	...	...	68	399	...
. .	.	1,098 0 0	1,098 0 0	12 1 3	..		.	..		..	..
11,614 3 1	4,347 5 2	3,747 11 6	19,709 3 9	654 4 6	199	2,257	509	424	7	976	22
45,203 15 3	5,833 2 8	6,712 10 7	57,749 12 6	2,257 15 1	666	2,510	509	424	75	1.375	22

(*Local Return*). Statement of Government Schools of the

1	District.	2 Name of Institution	3 When established	4 No. of students on rolls at close of the year. Hindūs	5 Muhammadans.	6 Others.	7 Total.	8 Average number of pupils on the rolls monthly	9 Average daily attendance	10 Average age.	11 Teachers. Christians.	12 Teachers. Others.	13 Monthly rate of schooling fee.
		Lahore Circle											
1	Jalandhar	Rāhun zil' middle school	22nd June '60	51	15	4	70	71	50	12		5	2 to 5 as.
1		Nawāshahar town school	11th Oct. '56	109	10	1	120	119	104	11		3	1 anna.
2		Bungā ditto	1st Nov '62	88	13	35	136	142	114	11		2	Do
3		Nakodar ditto	7th Nov '56	57	24	1	82	85	78	13		4	2 annas.
4		Phillaur ditto	10th May '56	38	38	3	79	82	72	15		2	1 anna
5		Kartārpur ditto		91	18	10	119	125	115	13		4	4 annas.
		Total of town schools		383	103	50	536	553	483	13		15	
		Grand Total		434	118	54	606	624	533	12		20	
1	Hushyārpur	Zil' middle school	27th June '48	53	11	7	71	73	56	14	2	5	1 a to 1½ rs.
1		Harīānā town school	15th Apl '53	78	23	3	104	105	92	11		4	1 to 2 as.
2		Dasūhā ditto	1st May '52	68	36	5	109	97	78	11		3	Do
3		Urmurān ditto	26th Sep '57	51	27		78	79	59	9		2	Do.
4		Garhshankar ditto	1st Dec '53	35	68	6	109	99	89	10		2	Do.
5		Unāh ditto	2nd July '52	80	5	8	93	89	79	11		3	Do.
6		Tāndā ditto	Ditto	53	41	2	96	94	86	10		2	Do.
7		Nāronaggal ditto		26	25		51	52	50	10		1	Do.
		Total of town schools		391	225	24	640	615	533	10		17	
		Grand Total		444	236	31	711	688	589	12	2	22	
1	Kāngrā	Nūrpur zil' middle school	1st Nov. '64	25	10	1	36	25	19	14	1	3	2 to 8 as.
1		Jowālā Mukhī town school	11th Apl '56	72	5		77	66	55	9		2	1 to 2 as.
2		Sujānpur ditto	15th Apl '56	145	10		155	164	122	11		2	1 anna
		Total of town schools		217	15		232	230	177	10		4	
		Grand Total		242	25	1	268	255	196	12	1	7	
1	Amritsar	Zil' middle school	19th May '51	100	49	20	169	134	121	15	1	5	8 as. to 1 r.
1		Warowāl town school	11th Mar '58	49	21	25	95	96	75	11		2	1 anna
2		Majithā ditto	1st ditto	64	35	27	126	125	113	8		2	Do.
3		Batālā ditto		28	12	60	100	94	88	10		1	Do.
		Total of town schools		141	68	112	321	315	276	10		5	
		Grand Total		241	117	132	490	449	397	12	1	10	
1	Gurdāspur	Batālā zil' middle school	1st Apl '57	33	18	5	56	40	33	15	1	4	2 as. to 2 rs
1		Kalānaur town school	1st June '57	29	73	5	107	117	97	10		4	1 anna
2		Derā Nānak ditto	17th ditto	61	6	5	72	70	62	12		2	Do.
3		Dīnā Naggar ditto	8th May '56	82	106	3	191	180	158	12		7	Do.
4		Kanjrūr ditto	Ditto	73	17	6	96	101	88	8		2	Do.
		Total of town schools		245	202	19	466	468	405	10		15	
		Grand Total		278	220	24	522	508	438	12	1	19	
1	Siyālkot	Daskā town school	1st June '56	40	57	15	112	99	78	10		4	1 anna.
2		Pasrūr ditto	20th July '56	56	53		109	109	76	11		4	Do
3		Zafarwāl ditto	6th Aug '54	96	78	1	175	164	130	10		6	Do
4		Gotā ditto	Ditto	46	29	4	79	79	69	13		2	Do.
5		Naunār ditto	Ditto	34	23		57	66	56	9		2	Do
6		Sankhatrā ditto		45	28	2	75	77	63	11		2	Do.
		Total of town schools		317	268	22	607	594	472	11		20	
1	Lahore	Zil' middle school	15th Apl '60	52	29		81	86	74	16	1	8	4 as to 2½ rs.
1		Qasūr town school	15th Apl. '56	37	56	6	99	100	83	14		2	1 to 2 as.
2		Chūnīān ditto	25th May '56	68	15	14	97	82	67	9		2	Do
3		Sharaqpur ditto	17th May '56	23	42	3	68	66	57	10		1	1 anna.
4		Patti ditto	1st Nov. '62	21	49	7	77	79	71	12		1	Do.
		Total of town schools		149	162	30	341	327	278	11		6	
		Grand Total		201	191	30	422	413	352	13	1	14	
1	Ferozepur	Zīra town school	1st June '56	66	17	4	87	78	68	11		2	1 anna.
2		Dharmkot ditto	Ditto	46	50	6	102	94	82	10		3	Do.
3		Mogāh ditto	22nd June '56	35	10	40	85	76	66	12		2	Do.
		Total		147	77	50	274	248	216	11		7	
1	Gujranwālā	Zil' middle school	11th May '60	17	6		23	25	20	15	1	3	2 as to 1 r
1		Hāfizābād town school	14th June '56	105	6	6	117	115	100	11		2	1 to 2 as
		Total		122	12	6	140	140	120	13	1	5	
7		Total of zil' schools		331	138	37	506	454	373	14	7	33	
		Total of branch schools											
35		Total of town schools		2,095	1,126	313	3,534	3,465	2,940	11		91	
42		Grand Total		2,426	1,264	350	4,040	3,919	3,313	12	7	124	

Middle Class for the year 1870-71—*continued.*

14	15	16	17	18	19	20	21	22	23	24	25
Expenditure.					*No. of pupils instructed in*						
From public funds.	From one per cent. educational cess fund.	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nágrí).	Hindi (Landá Mahájani, &c.)	Arabic.	Persian.	Sanskrit.
3,643 11 6	348 0 0	120 0 0	4,111 11 6	148 0 0	70	70	...	...	...	70	...
258 0 0	424 0 0	20 0 0	702 0 0	52 8 0	...	85	35	...	...	34	15
400 1 9	146 0 6	75 0 0	621 2 3	64 12 0	...	136	...	...	...	48	...
508 0 0	238 0 0	180 0 0	926 0 0	66 11 0	20	82	...	...	...	37	...
332 0 0	142 2 6	2 0 0	476 2 6	36 8 0	...	79	...	...	...	39	...
530 0 0	236 5 6	228 0 0	994 5 6	134 7 0	29	119	...	...	...	51	...
2,028 1 9	1,186 8 6	505 0 0	3,719 10 3	354 14 0	49	501	35	...	...	209	15
5,671 13 3	1,534 8 6	625 0 0	7,831 5 9	502 14 0	119	571	35	...	...	279	15
5,764 14 5	401 4 3	... ...	6,166 2 8	267 3 0	71	71	...	...	11	71	60
582 0 0	163 9 0	198 1 3	943 10 3	94 11 0	22	104	...	...	11	53	...
18 0 0	450 3 11	2 13 0	471 0 11	63 0 0	...	109	...	...	...	43	...
... ...	383 15 0	2 13 0	386 12 0	28 6 0	...	78	...	...	...	44	...
359 0 0	35 11 6	2 13 0	397 8 6	39 15 0	...	109	...	...	2	47	...
276 0 0	237 1 5	18 2 0	531 3 5	73 10 0	...	67	28	...	...	39	...
... ...	363 15 0	2 13 0	366 12 0	65 2 0	...	96	...	...	12	62	...
... ...	241 5 0	0 15 0	242 4 0	20 5 0	...	51	...	...	...	32	...
1,235 0 0	1,875 12 10	228 6 3	3,339 3 1	385 1 0	22	614	28	...	25	320	...
6,999 14 5	2,277 1 1	228 6 3	9,505 5 9	652 4 0	93	685	28	...	36	391	...
2,406 10 0	... ...	... ...	2,406 10 0	54 3 0	36	...	...	...	...	36	...
413 0 0	90 0 0	... ...	503 0 0	5 13 0	...	51	29	...	...	26	...
415 0 0	84 0 0	66 0 0	565 0 0	8 1 0	...	100	55	...	...	33	12
828 0 0	174 0 0	66 0 0	1,068 0 0	13 14 0	...	151	84	...	...	59	12
3,234 10 0	174 0 0	66 0 0	3,474 10 0	68 1 0	36	151	84	...	...	95	12
4,234 3 2	964 14 11	... ...	5,199 2 1	650 1 0	169	169		...	...	169	...
240 0 0	80 0 0	... ...	320 0 0	25 10 0	...	95	...	...	4	63	...
260 0 0	70 0 0	... ...	330 0 0	28 10 0	...	126	...	...	...	58	...
140 0 0	... ...	... ...	140 0 0	12 4 0	...	100	...	...	...	47	...
640 0 0	150 0 0	... ...	790 0 0	66 8 0	...	321	...	...	4	168	...
4,874 3 2	1,114 14 11	... ...	5,989 2 1	716 9 0	169	490	...	...	4	337	...
3,087 14 3	241 6 6	... ...	3,329 4 9	84 11 9	56	56	...	...	...	56	...
469 10 0	174 4 0	298 12 0	942 10 0	28 7 0	...	107	...	...	28	64	28
444 11 6	262 0 0	150 0 0	856 11 6	9 4 0	...	72	...	...	...	44	...
519 7 0	182 0 0	369 8 0	1,070 15 0	38 8 0	...	191	...	48	27	58	27
245 2 6	103 8 0	21 8 0	370 2 6	1 5 0	...	96	...	...	...	36	...
1,678 15 0	721 12 0	839 12 0	3,240 7 0	77 8 0	...	466	...	48	55	202	55
4,766 13 3	963 2 6	839 12 0	6,569 11 9	162 3 9	56	522	...	48	55	258	55
400 0 0	119 4 0	282 8 0	801 12 0	21 4 0	31	112	...	...	...	43	...
454 0 0	138 0 0	229 10 0	821 10 0	27 12 0	48	109	...	...	...	48	...
709 0 0	238 12 0	356 4 0	1,304 0 0	37 6 0	27	175	...	...	...	74	...
200 0 0	49 3 0	22 0 0	271 3 0	16 7 0	...	79	...	...	...	33	...
122 0 0	146 8 0	16 4 0	284 12 0	21 6 0	...	57	...	...	...	21	...
240 0 0	93 12 0	24 14 0	358 10 0	30 14 0	...	75	...	...	...	42	...
2,125 0 0	785 7 0	931 8 0	3,841 15 0	155 1 0	106	607	...	...	...	261	...
5,205 2 7	563 9 3	14 14 5	5,783 10 3	609 7 0	81	...	...	...	39	80	42
493 3 3	126 12 6	360 8 0	980 7 9	23 4 0	6	99	16	18	...	12	38
372 0 3	110 0 0	300 0 0	782 0 3	1 8 0	20	97	...	...	...	49	...
229 8 3	113 0 0	... ...	342 8 3	2 4 0	...	68	...	...	...	30	...
229 10 3	103 0 0	... ...	332 10 3	... ...	...	77	...	...	...	38	...
1,324 6 0	452 12 6	660 8 0	2,437 10 6	27 0 0	26	341	16	18	...	129	38
6,529 8 7	1,016 5 9	675 6 5	8,221 4 9	636 7 0	107	341	16	18	39	209	80
360 0 0	153 6 0	9 12 10	523 2 10	27 13 0	...	80	...	...	...	38	...
240 0 0	243 6 0	3 6 0	486 12 0	17 13 0	...	83	...	...	...	58	...
276 6 6	135 10 6	4 1 0	416 2 0	5 6 0	...	65	...	...	...	53	...
876 6 6	532 6 6	17 3 10	1,426 0 10	51 0 0	...	228	...	...	...	149	...
3,198 1 10	124 4 7	68 0 0	3,390 6 5	122 1 6	23	23	...	...	...	23	...
341 13 4	68 0 0	33 0 0	442 13 4	25 11 0	...	117	...	...	...	57	...
3,539 15 2	192 4 7	101 0 0	3,833 3 9	147 12 6	23	140	...	...	...	80	...
27,540 9 9	2,643 7 6	202 14 5	30,386 15 8	1,935 11 3	506	389	...	...	50	505	102
... ...	... ...	... ...	... ...	... ...	...	...	...	...	...	...	...
11,077 10 7	5,946 11 4	3,281 6 1	20,305 12 0	1,156 9 0	203	3,346	163	66	84	1,554	120
38,618 4 4	8,590 2 10	3,484 4 6	50,692 11 8	3,092 4 3	709	3,735	163	66	134	2,059	222

(*Local Return*).

Statement of Government Schools of the

1	District.	2 Name of Institution.	3 When established.	4 No. of students on rolls at close of the year. Hindūs.	5 Muhammadans.	6 Others.	7 Total.	8 Average number of pupils on the rolls monthly.	9 Average daily attendance.	10 Average age.	11 Teachers. Christians.	12 Teachers. Others.	13 Monthly rate of schooling fee.
		Rāwal Pindi Circle.											
1	Rāwal Pindi	Kalar town school	1st Aug. '53	47	38	57	142	130	89	12	...	2	1 anna.
2		Pindi Gheb do.	.....	83	43	4	130	120	104	10	.	2	Do.
		Total	.....	130	81	61	272	250	193	11	...	4	
1	Jehlam	Jehlam zil' middle school	16th Aug. '70	30	18	...	48	31	26	13	1	3	4 as. to 1 r.
1		Rohtās town school	18th Aug. '54	27	80	1	108	97	70	11	...	2	1 anna.
2		Chakwāl do.	1st Feb. '57	57	20	18	95	89	81	9	...	3	Do.
		Total of town schools	.....	84	100	19	203	186	151	10	...	5	
		Grand Total	.....	114	118	19	251	217	177	11	1	8	
1	Gujrāt	Gujrāt zil' middle school	22nd June '54	26	26	9	61	52	45	14	2	3	1 a. to 1 r.
1		Kunjāh town school	15th July '54	32	32	11	75	72	51	12	...	2	1 anna.
2		Dingāh ditto	22nd July '56	71	5	15	91	93	78	11	...	4	Do.
		Total of town schools	.....	103	37	26	166	165	129	12	..	6	
		Grand Total	.....	129	63	35	227	217	174	13	2	9	
1	Kohāt	Zil' middle school	1st Apl. '68	14	9	3	26	20	16	13	..	5	1 a. to 1 r.
1	Hazārā	Zil' middle school (Abbottābād)	.....	13	8	2	23	18	14	14	...	1	1 to 4 as.
4		Total of zil' schools	.....	83	61	14	158	121	101	14	3	12	
6		Total of town do.	.....	317	218	106	641	601	473	11	...	15	
10		Grand Total	.....	400	279	120	799	722	574	12	3	15	
		Multān Circle.											
1	Multān	Multān zil' middle school	16th July '60	55	11	.	66	52	39	15	1	3	1 a. to 2 rs.
1		Bahādarpur town school	.....	15	48	.	63	61	53	11	.	2	1 anna.
		Total	.....	70	59	...	129	113	92	13	1	5	
1	Montgomery	Kot Kamāliā town school	.....	88	...	...	88	83	71	11	...	3	Do.
2		Sayadwālā ditto	10th June '56	53	16	10	79	62	52	10	...	2	Do.
		Total	.....	141	16	10	167	145	123	10	..	5	
1	Muzaffargarh	Muzaffargarh town school	15th Oct. '56	80	34	...	114	112	87	9	...	5	4½ annas.
2		Kot Uddu ditto	1st Sep. '56	89	15	..	104	114	57	10	...	4	6 pie.
		Total	.....	169	49	..	218	226	144	10	...	9	
1	Jhang	Jhang zil' middle school	1st Sep. '56	30	8	...	38	29	23	13	...	5	2 as. to 1 r.
1		Magyānā town school	6th June '56	107	30	13	150	136	117	10	..	5	1 anna.
2		Chaniot ditto	Ditto	80	79	4	163	131	112	10	...	3	Do.
		Total of town schools	.....	187	109	17	313	267	229	10	...	8	
		Grand Total	.....	217	117	17	351	296	252	11	...	13	
1	Dera G. Khān	Zil' middle school	4th Nov. '56	48	15	1	64	59	48	12	...	5	2 as. to 1 r.
1	Shāhpur	Bherā zil' middle school	19th July '54	32	3	1	36	46	32	12	...	4	6 ps. to 6 as.
4		Total of zil' schools	.....	165	37	2	204	186	142	13	1	17	
7		Total of town schools	.....	512	222	27	761	699	549	10	...	24	
11		Grand Total	.....	677	259	29	965	885	691	12	1	41	

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8	...	Ambālā Circle zil' schools	...	357	98	12	467	439	354	15	1	46	...
7	...	Lahore Do. do.	...	331	138	37	506	454	373	14	7	33	...
4	...	Rāwal Pindi Do. do.	...	83	61	14	158	121	101	14	3	12	...
4	...	Multān Do. do.	...	165	37	2	204	186	142	13	1	17	...
23	...	Total of 4 circles	...	936	334	65	1,335	1,200	970	14	12	108	...
1	...	Branch school, Ambālā circle	...	...	...	...	...	...	...	...	...	...	...
25	...	Ambālā Circle town schools	...	1,949	844	147	2,940	2,991	2,544	11	...	80	...
35	...	Lahore Do. do.	...	2,095	1,126	313	3,534	3,465	2,940	11	..	91	...
6	...	Rāwal Pindi Do. do.	...	317	218	106	641	601	473	11	...	15	...
7	...	Multān Do. do	...	512	222	27	761	699	549	10	..	24	...
73	...	Total of 4 circles	...	4,873	2,410	593	7,876	7,756	6,506	11	...	210	...
97	...	Grand Total	...	5,809	2,744	658	9,211	8,956	7,476	12	12	318	...

Middle Class for the year 1870-71.

14			15			16			17			18			19	20	21	22	23	24	25
Expenditure.															*No. of pupils instructed in*						
From public funds.			From one per cent. educational cess fund.			Other sources.			Total.			Amount collected in fees.			English.	Urdū.	Hindī (Nāgrī).	Hindī (Landā, Mahājanī, &c.)	Arabic.	Persian.	Sanskrit.
180	0	0	224	0	0	..	..	.	404	0	0	4	1	0	..	142	...	...	.	68	...
300	0	0	209	12	11	...	..	..	509	12	11	12	4	0	..	130	...	...	...	44	...
480	0	0	433	12	11	...	...	...	913	12	11	16	5	0	...	272	...	...	...	112	...
1,205	0	8	76	8	6	...	...	...	1,281	9	2	145	15	0	48	.	.	...	...	48	..
409	8	0	41	5	7	4	8	0	455	5	7	5	15	0	...	108	...	...	...	34	...
250	8	0	248	12	0	5	0	7	504	4	7	22	8	0	..	95	.	...	...	48	...
660	0	0	299	1	7	9	8	7	959	10	2	28	7	0	..	203	...	...	...	82	...
1,865	0	8	366	10	1	9	8	7	2,241	3	4	174	6	0	48	203	...		.	130	..
4,759	13	6	131	10	7	...	...	...	4,891	8	1	125	5	0	61	61	...	..	...	61	.
252	12	0	153	7	0	...	...	..	406	3	0	19	2	0	...	27	...	...	..	48	...
252	0	0	151	9	0	...	...	..	403	9	0	34	2	0	...	32	...	...	...	59	...
504	12	0	205	0	0	...	...	..	809	12	0	53	4	0	...	59	...	...	.	107	...
5,264	9	6	436	10	7	.	...	...	5,701	4	1	178	9	0	61	120	...	...	...	168	..
1,154	0	0	9	0	0	202	2	10	1,365	2	10	32	12	0	26	26	...	...	..	26	...
401	13	1	...	...	..	.	...	...	401	13	1	13	5	1	23	23	.	..	.	23	.
7,520	11	3	217	3	1	202	2	10	7,940	1	2	317	5	1	158	110	...	...	...	158	...
1,644	12	0	1,028	14	6	9	8	7	2,683	3	1	98	0	0	..	534	...	...	...	301	...
9,165	7	3	1,246	1	7	211	11	5	10,623	4	3	415	5	1	158	644	..	...	...	659	...
2,328	4	10	922	0	2	...	..	...	3,250	5	0	193	6	0	66	66	..	...	...	66	...
240	0	0	75	3	6	...	...	...	315	3	6	6	12	0		63	...	...	...	39	...
2,568	4	10	997	3	8	...	...	...	3,565	8	6	200	2	0	66	129	...	..	...	105	...
309	10	6	...	...	...	1	7	0	311	1	6	12	11	9	...	88	...	...	...	35	...
240	0	0	104	4	3	...	...	...	344	4	3	6	3	0	...	79	...	...	...	26	...
549	10	6	104	4	3	1	7	0	655	5	9	18	14	9	..	167	...	...	..	61	...
607	4	0	404	0	0	186	12	0	1,198	0	0	45	8	0	20	83	36	...	...	48	3
333	2	0	245	8	0	...	.		578	10	0	2	14	0	...	71	6	15	...	28	12
940	6	0	649	8	0	186	12	0	1,776	10	0	48	6	0	20	154	42	15	...	76	15
3,968	11	2	...	...	...	...	...	...	3,968	11	2	31	13	9	38	38	...	...	...	38	...
688	8	0	187	8	0	1,258	14	1	2,134	14	1	5	14	0	31	150	...	...	...	107	...
226	7	9	170	13	6	43	7	0	440	12	3	7	8	0		163	...	...	..	55	...
914	15	9	358	5	6	1,302	5	1	2,575	10	4	13	6	0	31	313	...	...	...	162	...
4,883	10	11	358	5	6	1,302	5	1	6,544	5	6	45	3	9	69	351	...	...	...	200	...
3,738	15	10	42	0	0	192	10	8	3,973	10	6	133	1	9	64	64	...	...	..	64	...
2,504	3	1	...	...	.	90	0	0	2,594	3	1	52	13	6	36	29	7		.	29	7
12,540	2	11	964	0	2	282	10	8	13,786	13	9	411	3	0	204	197	7	...	..	197	7
2,645	0	3	1,187	5	3	1,490	8	1	5,322	13	7	87	6	9	51	697	42	15	..	338	15
15,185	3	2	2,151	5	5	1,773	2	9	19,109	11	4	498	9	9	255	894	49	15	...	535	22

TRACT.

33,589	12	2	1,485	13	6	1,866	15	1	36,942	8	9	1,591	9	4	467	253	...	...	68	399	...
27,540	9	9	2,643	7	6	202	14	5	30,386	15	8	1,935	11	3	506	389	...	...	50	505	102
7,520	11	3	217	3	1	202	2	10	7,940	1	2	317	5	1	158	110	...	...	..	158	..
12,540	2	11	964	0	2	282	10	8	13,786	13	9	411	3	0	204	197	7	...	..	197	7
81,191	4	1	5,310	8	3	2,554	11	0	89,056	7	4	4,255	12	8	1,335	949	7	.	118	1,259	109
...	..	..	...	...	.	1,098	0	0	1,098	0	0	12	1	3	...	...	..	...	...	...	...
11,614	3	1	4,347	5	2	3,747	11	6	19,709	3	9	654	4	6	199	2,257	509	424	7	976	22
11,077	10	7	5,946	11	4	3,281	6	1	20,305	12	0	1,156	9	0	203	3,346	163	66	84	1,554	120
1,644	12	0	1,028	14	6	9	8	7	2,683	3	1	98	0	0	...	534	..	...	...	301	...
2,645	0	3	1,187	5	3	1,490	8	1	5,322	13	7	87	6	6	51	697	42	15	..	338	15
26,981	9	11	12,510	4	3	8,529	2	3	48,021	0	5	1,996	4	0	453	6,834	714	505	91	3,169	157
1,08,172	14	0	17,820	12	6	12,181	13	3	1,38,175	7	9	6,264	1	11	1,788	7,773	721	505	209	4,428	266

(*Local Return*).

Statement of Government Schools

	1	2	3	4	5	6	7	8	9	10	11	12
	DISTRICT.	No. of institutions.	When established.	*No. of students on rolls at the close of the year.* Hindūs.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	*Teachers.* Christians.	Others.
	Ambālā Circle.											
	Simlā Zil' School	1	...	28	9	...	37	50	34	13	..	1
1	Ambālā	68	6th Oct. '56	1,624	1,033	209	2,866	2,971	2,424	10	..	87
2	Ludiānā	46	2nd Nov. '56	483	342	229	1,054	1,075	928	10	...	46
3	Simlā	3	26th Oct. '56	99	20	7	126	102	77	12	...	3
4	Dehlī	35	15th Mar. '58	982	148	...	1,130	1,176	968	10	...	40
5	Gurgaun	46	9th Sept '54	1,089	271	...	1,360	1,397	1,097	12	...	48
6	Karnāl	50	1st Mar. '58	631	297	18	946	1,017	813	11	...	50
7	Hissār	16	26th Oct. '56	444	121	8	573	553	457	11	...	27
8	Rohtak	31	15th July '59	881	187	1	1,069	1,106	851	11	...	35
9	Sirsā	10	1st Sept. '69	352	147	26	525	518	369	8	...	14
	Total	305	...	6,585	2,566	498	9,649	9,915	7,984	10	..	350
	Total Ambālā Circle	306	...	6,613	2,575	498	9,686	9,965	8,018	12	...	351
	Lahore Circle											
1	Lahore	35	1st Jany. '57	578	635	191	1,404	1,195	1,022	10	...	36
2	Ferozepur	31	14th Nov. '57	468	373	258	1,099	1,026	815	10	...	32
3	Gujrānwālā	52	1st Sept. '57	991	572	210	1,773	1,870	1,574	9	...	57
4	Jalandhar	51	1st May '57	1,155	803	230	2,188	2,234	251	10	...	53
5	Hushyārpur	72	1st May '51	2,075	823	148	3,046	2,966	2,466	10	...	75
6	Kāngrā	39	10th April '56	1,439	124	1	1,564	1,462	1,033	10	...	46
7	Amritsar	54	26th June '57	994	889	505	2,388	2,259	1,884	10	...	59
8	Gurdāspur	82	1st April '57	1,344	1,756	379	3,479	3,418	2,825	10	...	91
9	Siyālkot	72	1st Sept. '54	1,258	1,613	415	3,286	3,268	2,700	10	...	78
	Total	488	...	10,302	7,588	2,337	20,227	19,698	14,570	10	...	527
	Rawāl Pindī Circle.											
1	Abbottābād Zil' School	1	...	14	6	1	21	...	...	8	...	1
2	Jehlam Do.	1	...	68	40	...	108	60	50	9	...	3
	Total	2	...	82	46	1	129	60	50	17	...	4
1	Rāwal Pindī	40	1st Augt. '53	791	1,142	279	2,212	1,882	1,467	10	...	43
2	Jehlam	41	1st Mar. '58	1,205	1,036	166	2,407	2,302	1,963	10	...	50
3	Gujrāt	37	16th Sep. '56	763	997	197	1,957	2,017	1,538	11	...	37
4	Derā Ismāil Khān	16	5th May '58	598	291	4	893	884	710	10	...	27
5	Bannū	17	25th May „	309	255	4	568	498	383	9	...	18
6	Peshāwar	24	23rd Dec. „	46	492	34	572	787	552	9	...	24
7	Kohāt	5	29th June '59	26	70	6	102	99	89	12	...	6
8	Hazārā	2	29th June '59	37	40	6	83	77	65	12	...	2
	Total	182	...	3,775	4,323	696	8,794	8,546	6,767	10	...	207
	Total Rāwal Pindī Circle	184	...	3,857	4,369	697	8,923	8,606	6,817	9	...	211
	Multān Circle.											
1	Multān	32	4th Sept. '56	618	661	3	1,282	1,257	938	9	...	39
2	Montgomery	14	26th Feb. '54	277	196	92	565	471	384	10	...	18
3	Jhang	20	12th Mar. '57	457	356	23	836	752	638	9	...	24
4	Mozaffargarh	19	15th Oct. '56	242	265	1	508	534	393	9	...	23
5	Shāhpur	27	5th Jany. '57	708	435	76	1,219	1,184	984	10	...	37
	Total	112	...	2,302	1,913	195	4,410	4,198	3,337	9	..	141
	Zil' Schools	3	..	110	55	1	166	110	84	10	...	5
	Village Schools	1,087	...	22,964	16,390	3,726	43,080	42,357	32,658	10	...	1,225
	Grand Total	1,090	...	23,074	16,445	3,727	43,246	42,467	32,742	10	.	1,230

of the Lower Class for the year 1870-71.

13	14			15			16			17			18			19	20	21	22	23	24	25
Monthly rate of schooling fee.	*Expenditure.*												Amount collected in fees.			*No. of pupils instructed in*						
	From public funds.			From one per cent. educational fund.			Other sources.			Total.						English.	Urdū.	Hindī (Nāgrī).	Hindī (Landa Mahājani, &c.)	Arabic.	Persian.	Sanskrit.
1 an. to 1 r.	240	0	0	...	...	...	...	...	...	240	0	0	150	12	0	...	37	...	...	...	24	...
1 anna.	703	5	4	8,494	15	10	628	11	1	9,827	0	3	64	6	0	...	2,459	132	378	...	796	2
Do.	404	15	6	6,869	5	6	419	13	8	7,694	2	8	304	3	0	...	1,054	...	...	...	437	...
...	641	8	0	...	...	...	57	0	0	698	8	0	...	...	...	...	83	47	...	...	20	...
1 anna.	389	4	11	5,098	4	6	435	7	0	5,923	0	5	120	11	0	22	465	651	93	...	160	3
1 and 2 as.	532	2	9	7,383	0	1	109	0	3	8,024	3	1	333	13	0	...	676	699	...	...	221	...
1 anna.	83	3	6	5,161	14	3	4	14	0	5,249	15	9	8	15	0	...	701	245	...	...	212	...
1 and 2 as.	342	6	7	2,975	10	6	303	12	0	3,621	13	1	44	2	0	21	174	304	52	...	144	...
1 anna.	121	4	9	4,245	2	6	44	6	0	4,410	13	3	44	6	0	...	433	446	188	...	173	12
Do.	24	9	11	1,288	0	0	174	0	9	1,486	10	8	26	2	0	...	218	307	170	5	24	...
...	3,242	13	3	41,516	5	2	2,177	0	9	46,936	3	2	946	10	0	43	6,263	2,831	881	5	2,187	17
...	3,482	13	3	41,516	5	2	2,177	0	9	46,936	3	2	1,097	6	0	43	6,300	2,831	881	5	2,211	17
1 anna.	316	8	2	4,655	7	0	258	1	3	5,230	0	5	23	7	0	14	1,359	...	45	...	521	...
Do.	114	0	0	3,758	14	0	87	8	0	3,960	6	0	39	11	0	...	163	...	29	...	404	...
Do.	745	4	9	4,724	14	8	624	12	6	6,094	15	11	226	3	9	45	1,691	...	82	...	582	6
Do.	367	6	6	7,160	8	8	60	0	0	7,587	15	2	535	1	0	...	2,159	20	9	...	819	...
1 and 2 as.	482	2	0	8,959	7	7	257	3	7	9,698	13	2	551	0	0	...	2,771	284	...	...	1,227	...
1 anna.	650	11	6	4,873	6	0	661	0	0	6,185	1	6	69	2	0	38	1,188	484	...	...	417	...
Do.	897	15	6	7,381	12	4	730	0	0	9,009	11	10	334	6	0	113	2,388	...	...	...	907	...
Do.	3,308	7	1	8,647	4	1	427	6	3	12,383	1	5	722	1	0	...	3,489	53	...	...	1,043	50
Do.	403	6	0	8,743	13	3	437	1	0	9,584	4	3	556	10	0	31	3,291	...	...	...	1,110	...
...	7,285	13	6	58,905	7	7	3,543	0	7	69,734	5	8	3,057	9	9	241	18,499	841	165	...	7,030	56
1 to 4 as.	302	1	2	...	...	...	...	...	...	302	1	2	...	...	...	...	21	...	...	...	...	...
1 to 2 as.	319	4	9	...	...	...	...	...	...	319	4	9	86	13	0	...	108	...	...	...	50	...
...	621	5	11	...	...	...	...	...	...	621	5	11	86	13	0	...	129	...	...	...	50	...
1 anna.	358	12	3	4,553	7	6	37	8	0	4,949	11	9	18	12	0	...	2,212	...	...	...	733	...
Do.	1,100	12	6	4,914	6	6	388	11	6	6,403	14	6	252	5	0	58	2,257	37	63	...	700	...
Do.	979	4	0	4,375	10	6	...	...	...	5,354	14	6	186	1	0	...	949	...	25	...	983	...
...	11	0	0	3,612	0	0	...	...	...	3,623	0	0	...	...	...	...	639	...	277	...	196	...
...	...	...	...	3,504	0	0	...	...	...	3,504	0	0	...	...	...	...	396	39	42	...	172	39
...	558	10	3	4,740	3	11	...	...	...	5,298	14	2	...	...	...	...	572	...	...	...	201	...
...	7	12	6	620	0	0	...	...	...	627	12	6	...	...	...	...	54	...	...	...	47	...
...	489	12	0	...	...	...	...	...	...	489	12	0	...	...	...	...	54	...	...	1	28	...
...	3,505	15	6	26,319	12	5	426	3	6	30,251	15	5	457	2	0	58	7,133	76	407	1	3,060	39
...	4,127	5	5	26,319	12	5	426	3	6	30,873	5	4	543	15	0	58	7,262	76	407	1	3,110	39
1½ anna.	105	15	6	4,406	10	3	10	12	1	4,523	5	10	49	4	0	...	1,259	...	23	...	414	...
1 anna.	591	12	3	1,756	14	9	387	2	0	2,735	13	0	39	2	0	22	550	15	...	...	171	...
Do.	487	1	9	1,767	12	9	828	0	9	3,082	15	3	23	5	0	27	836	8	32	...	307	...
6 pies.	123	12	9	2,651	14	6	...	...	...	2,775	11	3	10	7	6	...	508	...	...	...	136	...
2 as. 6 pies.	660	10	3	3,280	5	5	2,107	0	0	6,047	15	8	9	14	0	64	886	114	143	23	353	16
...	1,969	4	6	13,863	9	8	3,332	14	10	19,165	13	0	132	0	6	113	4,039	137	198	23	1,381	16
...	861	5	11	...	...	...	...	...	...	861	5	11	237	9	0	...	166	...	...	...	74	...
...	16,003	14	9	1,40,605	2	10	9,479	3	8	1,66,088	5	3	4,593	6	3	455	3,934	3,875	1,651	29	13,658	128
...	16,865	4	8	1,40,605	2	10	9,479	3	8	1,66,949	11	2	4,830	15	3	455	4,100	3,875	1,651	29	13,732	128

(*Local Return*).

Statement of Government Female Schools of the

	1	2	3	4	5	6	7	8	9	10	11	
	DISTRICT.	No. of institutions.	When established.	*No. of students on rolls at the close of the year.*				Average of pupils on the rolls monthly.	Average daily attendance.	Average age.	*Teachers.*	
				Hindūs.	Muhammadans.	Others.	Total.				Christians.	Others.
	Ambālā Circle.											
1	Ambālā	11	23rd Dec. '60	...	271	...	271	278	242	10	...	11
2	Ludiānā	1	Do.	...	22	...	22	21	19	12	...	1
3	Dehlī	10	17th Nov. '60	82	76	...	158	156	121	9	...	10
4	Gurgaun	9	Do.	131	52	...	183	233	189	7	...	9
5	Karnāl	11	Do.	27	102	..	129	134	107	9	...	11
6	Rahtak	1	Do.	10	...	...	10	10	10	10	...	1
7	Sirsā	4	Do.	25	101	...	126	89	70	8	...	4
	Total	47	...	275	624	...	899	921	758	9	...	47
	Lahore Circle.											
1	Lahore	6	1st April '62	38	102	...	140	149	117	8	...	6
2	Ferozepur	5	May '63	...	131	...	131	134	110	12	...	5
3	Jalandhar	50	1st April '67	...	1,284	...	1,284	1,368	1,258	10	...	50
4	Hushyārpur*	...	1st May '61	...	...	...	...	...	...	...	...	...
5	Kāngrā	5	1863	119	...	...	119	114	89	6	...	5
6	Amritsar	1	1864	...	15	...	15	20	20	11	...	1
7	Gurdāspur	6	May '63	1	179	1	181	115	93	9	...	6
	Total	73	...	158	1,711	1	1,870	1,900	1,687	8	...	73
	Rāwal Pindī Circle.											
1	Jehlam	1	...	...	50	...	50	47	40	8	...	1
	Total	1	...	...	50	...	50	47	40	8	...	1
	Multān Circle.											
1	Montgomery	9	1st May '62	74	32	21	127	193	156	9	...	9
2	Jhang	7	8th May '57	64	134	5	203	185	149	7	...	7
3	Shāhpur	1	1863	...	25	...	25	29	21	9	...	1
	Total	17	...	138	191	26	355	407	326	8	...	17
	Grand Total	138	...	571	2,576	27	3,174	3,275	2,811	8	...	138

* Closed from January 1871.

Lower Class in the Panjāb for the year 1870-71.

12	13			14			15			16			17			18	19	20	21	22	23	24
	Expenditure.															*No. of pupils instructed in*						
Monthly rate of schooling fee.	From public funds.			From one per cent. educational cess fund.			Other sources.			Total.			Amount collected in fee.			English.	Urdū.	Hindi (Nāgrī).	Hindi (Landa Mahājani, &c.)	Arabic.	Persian.	Sanskrit.
...	175	13	5	459	12	8	282	3	7	917	13	8	...	...	...	...	271	...	...	...	28	...
...	124	8	0	...	...	...	...	...	...	124	8	0	...	...	...	...	22	...	...	...	9	...
...	1,162	7	6	358	15	8	154	13	0	1,676	4	2	...	...	...	...	75	83	...	...	7	...
...	27	5	10	1,030	8	0	...	...	...	1,057	13	10	10	6	0	...	52	131	...	...	8	...
...	10	10	10	512	6	9	0	15	0	524	0	7	...	...	...	...	101	26	...	...	2	...
...	9	15	3	60	0	0	...	...	...	69	15	3	...	...	...	...	...	10	...	...	...	...
...	...	...	...	75	0	0	262	7	0	337	7	0	...	...	...	...	101	25	...	...	...	...
...	1,510	12	10	2,496	11	1	700	6	7	4,707	14	6	10	6	0	...	622	275	...	...	54	...
...	344	11	1	252	0	0	43	8	0	640	3	1	...	...	...	...	102	18	...	...	3	20
...	54	0	0	347	4	0	2	11	0	403	15	0	...	...	...	...	131	...	...	...	21	...
...	4,169	6	0	1,890	0	6	361	5	3	6,420	11	9	...	...	...	14	865	...	...	207	217	...
...	1	8	0	5	0	0	40	8	0	47	0	0	...	...	...	...	...	...	...	...	...	...
...	...	...	...	368	0	0	...	...	...	368	0	0	...	...	...	...	...	119	...	...	...	...
...	...	...	...	72	0	0	...	...	...	72	0	0	...	...	...	...	15	...	...	15	...	...
...	27	5	0	225	6	0	41	0	0	293	11	0	...	...	...	...	181	...	...	31	3	...
...	4,596	14	1	3,159	10	6	489	0	3	8,245	8	10	...	...	...	14	1,294	137	...	253	244	20
...	97	0	0	...	...	...	0	5	0	97	5	0	...	...	...	...	50	50	...	...	3	...
...	97	0	0	...	...	...	0	5	0	97	5	0	...	...	...	...	50	50	...	...	3	...
...	...	...	...	654	0	0	...	...	...	654	0	0	...	...	...	...	10	...	...	32	...	†95
...	132	0	0	230	3	0	115	12	8	477	15	8	...	...	...	...	49	...	69	116	12	...
...	...	...	...	84	0	0	...	...	...	84	0	0	...	...	...	...	...	...	...	25	...	...
...	132	0	0	968	3	0	115	12	8	1,215	15	8	...	...	...	...	59	...	69	173	12	95
...	6,336	10	11	6,624	8	7	1,305	8	6	14,266	12	0	10	6	0	14	2,025	462	69	426	313	115

† Gurmukhi.

(*Local Return*).

Statement of Government Jail Schools of the

1	District.	2	3	4	5	6	7	8	9	10	11
		When established.	*No. of students on rolls at the close of the year.*				Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	*Teachers.*	
			Hindūs.	Muhammadans.	Others.	Total.				Christians.	Others.
	Ambālā Circle.										
1	Ambālā	1st July '63	117	153	29	299	316	276	29	...	2
2	Karnāl	.....	32	22	1	55	60	55	24	...	1
3	Ludhiānā	10th Aug. '65	14	18	4	36	44	29	21	...	1
4	Dehlī	1st July '63	46	36	...	82	79	54	30	...	1
5	Hissār	21st July '63	44	21	...	65	49	42	26	...	1
6	Rohtak	1st July '63	53	40	2	95	87	71	26	...	1
7	Sirsā	1st Nov. '63	42	55	14	111	123	123	28	...	1
	Total	.....	348	345	50	743	758	650	26	...	8
	Lahore Circle.										
1	Lahore (Central Jail school)	17th Dec. '63	302	599	331	1,232	1,256	1,181	30	...	1
2	Do. (Thaggī school)	.....	...	...	29	29	26	20	11	...	1
3	Do. (Female Jail school)	.....	21	49	6	76	75	59	29	...	1
	Total of Lahore jail schools	.....	323	648	366	1,337	1,357	1,260	23	...	3
4	Ferozepur	23rd Jany. '63	96	74	40	210	209	196	35	...	1
5	Gujrānwālā	1st Dec. '62	50	74	1	125	351	342	32	...	1
6	Jalandhar	1st July '63	31	41	43	115	110	93	29	...	1
7	Kāngrā	7th Jany. '66	29	18	1	48	56	49	23	...	1
8	Amritsar	11th Oct. '62	105	136	18	259	228	166	25	...	1
9	Gurdāspur	18th June '63	48	44	15	107	119	96	20	...	1
10	Siyālkot	1st Nov. '67	9	46	4	59	75	62	25	...	1
	Total	.....	691	1,081	488	2,260	2,505	2,264	26	...	10
	Rāwal Pindī Circle.										
1	Rāwal Pindī	17th June '63	18	204	5	227	302	255	30	...	1
2	Jehlam	15th Sep. '63	11	94	...	105	65	56	30	...	1
3	Gujrāt	1st June '63	8	101	10	119	93	76	29	...	1
4	Derā Ismāīl Khān	.....	4	37	...	41	36	35	27	...	1
5	Peshāwar	1st July '63	6	51	...	57	53	32	22	...	1
	Total	.....	47	487	15	549	549	454	28	...	5
	Multān Circle.										
1	Multān	26th Mar. '63	27	329	3	359	348	283	25	...	1
2	Montgomery	14th Mar. '63	2	60	5	67	66	56	26	...	1
3	Jhang	9th Mar. '63	8	66	1	75	84	56	28	...	1
4	Shāhpur	1st June '63	5	69	...	74	73	51	25	...	1
	Total	.....	42	524	9	575	571	446	26	...	4
26	Grand Total	.....	1,128	2,437	562	4,127	4,383	3,814	26	...	27

Lower Class in the Panjāb for the year 1870-71.

12	13	14	15	16	17	18	19	20	21	22	23	24
Monthly rate of schooling fee.	*Expenditure.*				Amount collected in fees.	*No. of pupils instructed in*						
	From public funds.	From one per cent. educational cess fund.	Other sources.	Total.		English.	Urdū.	Hindī (Nāgrī).	Hindī (Lada-da Mahā-janī, &c.)	Arabic.	Persian.	Sanskrit.
...	...	...	312 0 0	312 0 0	...	...	161	138	...	...	8	...
...	...	...	117 0 0	117 0 0	...	...	52	3	...	...	...	...
...	...	...	160 0 0	160 0 0	...	...	36	...	...	...	...	...
...	...	...	153 0 0	153 0 0	...	...	36	46	...	...	...	...
...	...	...	116 0 0	116 0 0	...	...	16	49	...	...	...	...
...	...	...	179 0 0	179 0 0	...	...	35	60	...	...	...	...
...	...	...	225 0 0	225 0 0	...	...	60	51	...	...	...	...
...	...	...	1,262 0 0	1,262 0 0	...	...	396	347	...	...	8	...
...	...	...	470 0 0	470 0 0	...	30	1,138	52	...	...	12	...
...	...	...	91 10 9	91 10 9	...	...	26	...	...	...	3	...
...	...	...	170 0 0	170 0 0	...	...	76	...	...	...	...	...
...	...	...	731 10 9	731 10 9	...	30	1,240	52	...	...	15	...
...	...	...	233 0 0	233 0 0	...	...	210	...	...	...	7	...
...	...	...	206 12 5	206 12 5	...	...	125	...	...	...	...	...
...	...	...	148 0 0	148 0 0	...	...	115	...	...	...	14	...
...	...	...	112 15 0	112 15 0	...	...	19	29	...	...	1	...
...	...	...	266 2 8	266 2 8	...	...	259	...	...	...	25	...
...	...	...	148 0 0	148 0 0	...	25	107	...	...	...	11	...
...	...	...	211 0 0	211 0 0	...	3	56	...	...	...	5	...
...	...	...	2,057 8 10	2,057 8 10	...	58	2,131	81	...	...	78	...
...	...	...	255 0 0	255 0 0	...	...	227	...	...	...	11	...
...	...	...	138 7 10	138 7 10	...	...	105	...	...	...	16	...
...	...	...	172 9 2	172 9 2	...	...	119	...	...	...	...	...
...	...	...	203 5 10	203 5 10	...	...	41	...	...	...	8	...
...	...	...	214 11 0	214 11 0	...	...	57	...	...	...	5	...
...	...	...	984 1 10	984 1 10	...	...	549	...	...	...	40	...
...	...	...	298 8 0	298 8 0	...	...	359	...	...	...	50	...
...	...	...	157 0 0	157 0 0	...	...	67	...	...	...	2	...
...	...	...	150 0 0	150 0 0	...	...	75	...	...	...	4	...
...	...	...	164 0 0	164 0 0	...	...	71	...	...	...	3	...
...	...	...	769 8 0	769 8 0	...	...	572	...	...	...	59	...
...	...	...	5,073 2 8	5,073 2 8	...	58	3,648	428	...	...	185	...

(*Local Return*).

Statement of Grant-in-aid European, East Indian, or

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					*No. of pupils on rolls at the close of the year.*					
Name of Institution.		General.	Hindūs.	Muhammadans.	Christians.	Total.	Hindūs.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.
	Ambala Circle.											
	Higher class school.											
Simlā	Bishop Cotton school	...	...	.	1	1	..	...	95	95	101	101
	Middle class school.											
,, ...	Panjāb Girls' school	...	...	...	1	1	...	...	38	38	33	33
	Total	...	...	...	2	2	...	..	133	133	134	134
	Lahore Circle.											
	Middle class school.											
Lahore	Lahore High school	...	...	...	1	1	...	...	31	31	23	19
	Lower class school.											
,, ...	Anārkalī Girls' school	...	...	...	1	1	...	...	26	26	27	24
,, ...	American Presbyterian Mission Girls school	..	...	...	1	1	...	..	35	35	27	21
	Total	...	...	...	3	3	...	...	92	92	77	64
	Rawal Pindi Circle.											
	Middle class schools.											
Rāwal Pindi	Sir Henry Lawrence Memorial Asylum, Murree	...	...	...	1	1	...	...	131	131	126	125
,, ...	Murree-*cum*-Pindi school	...	...	...	1	1	...	...	23	23	34	33
	Total	...	...	...	2	2	...	...	154	154	160	158
	Grand Total	...	...	...	7	7	...	...	379	379	371	356

(*Local Return*).

Statement of Grant-in-aid Schools of the

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					*No. of pupils on rolls at the close of the year.*					
	Name of Institution.	General.	Hindūs.	Muhammadans.	Christians.	Total.	Hindūs.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.
	Ambālā Circle.											
1 Dehli	S.P.G. Mission school (St. Stephen's college)	1	..	...	...	1	131	15	8	154	218	167
2 Ambālā	American Presbyterian Mission school, City	1	.	...	...	1	155	48	21	224	177	141
3 Ludiānā .	American Presbyterian Mission school ...	1		...	...	1	170	94	12	276	297	226
4 Ditto ...	High Vernacular school	1	...	...	...	1	21	80	11	112	84	73
	Total ..	4	...	...	...	4	477	237	52	766	776	607
	Lahore Circle.											
1 Lahore	American Presbyterian Mission school	1	.	...	...	1	249	106	8	363	381	304
2 Amritsar ...	Church Mission school	1	.	...	.	1	122	15	18	155	157	122
3 Jalandhar ..	American Presbyterian Mission school, City	1	.	...	..	1	171	51	4	226	245	209
4 Gujrānwālā	American Mission school	1	.	...	...	1	292	142	12	446	404	314
	Total ...	4	...	...	...	4	834	314	42	1,190	1,187	949
	Rāwal Pindi Circle.											
1 Rāwal Pindi	American Presbyterian Mission school	1	...	...	...	1	150	32	4	186	171	140
2 Peshāwar...	Church Mission school	1	.	...	.	1	148	136	2	286	236	177
	Total	2	...	...	...	2	298	168	6	472	407	317
	Grand Total ...	10	..	...		10	1,609	719	100	2,428	2,370	1,873

Christian Schools in the Panjāb, for the year 1870-71.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdū.	Hindī (Nāgrī).	Hindī (Landa Mahājanī, &c.)	Arabic.	Persian.	Sanskrit.
4	...	...	...	...	4,842	4	1	4,695	2	1	9,537	6	2	10 rupees.	95	30	...	...	...	...	...
4	...	...	...	...	3,426	12	2	3,427	1	6	6,853	13	8	Ditto.	38	...	...	...	...	...	...
8	...	...	..	..	8,269	0	3	8,122	3	7	16,391	3	10	...	133	30	...	...	...	...	...
3	...	* 1,636	5	0	1,329	4	1	1,854	13	2	4,820	6	3	4-8-0 to 6-8-0 rs.	31	31	...	...	...	...	...
2	...	646	4	0	182	0	0	840	0	0	1,668	4	0	4 rupees.	26	...	...	...	...	...	...
2	...	834	0	0	322	0	0	1,080	0	0	2,236	0	0	1 to 2 rupees.	35	...	...	...	...	.	...
7	..	3,116	9	0	1,833	4	1	3,774	13	2	8,724	10	3		92	31	...	..	..	...	...
5	1	32,230	15	4	2,145	8	0	19,395	6	3	53,771	13	7	3 to 15 rupees.	131	30	...	...	...	...	...
2	...	1,317	4	0	2,799	6	7	3,000	0	0	7,116	10	7	3 to 12 rupees.	23	...	...	...	..	...	...
7	1	33,548	3	4	4,944	14	7	22,395	6	3	60,888	8	2	...	154	30	...	..	...	...	...
22	1	36,664	12	4	15,047	2	11	34,292	7	0	86,004	6	3	...	379	91	...	...	...	...	...

* Includes Rs. 1,000 expended from proceeds of Endowment Fund.

Higher Class for the year 1870-71.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdū.	Hindī (Nāgrī).	Hindī (Landa Mahājanī, &c.)	Arabic.	Persian.	Sanskrit.
7	2	4,468	15	0	475	11	6	3,600	0	0	8,544	10	6	4 annas.	154	154	...	..	...	129	...
3	10	1,590	11	5	222	13	2	1,792	0	0	3,605	8	7	1 to 12 annas.	186	90	21	19	.	125	13
3	12	2,494	9	0	319	3	3	2,100	0	0	4,913	12	3	1½ to 4 annas.	276	96	...	...	...	185	...
..	4	738	5	9	6	14	0	699	4	0	1,444	7	9	1 to 2 annas.	...	112	...	...	6	73	..
13	28	9,292	9	2	1,024	9	11	8,191	4	0	18,508	7	1	.....	616	452	21	19	6	512	13
9	8	4,243	15	9	1,200	12	3	5,220	0	0	10,664	12	0	4 to 6 annas.	363	304	..	...	2	291	47
5	7	3,920	7	2	310	0	4	3,900	0	0	8,130	7	6	3 to 6 annas.	155	154	1	...	7	123	1
4	7	2,389	13	6	544	0	6	2,933	14	0	5,867	12	0	1½ to 8 annas.	186	166	..	...	.	177	...
1	14	2,710	12	7	79	11	7	1,020	0	0	3,810*	8	2	3 pies to 8 annas.	224	172	..	79	...	128	8
19	36	13,265	1	0	2,134	8	8	13,073	14	0	28,473	7	8	.....	928	796	1	79	9	719	56
3	8	2,548	11	2	567	3	6	3,207	3	0	6,323	1	8	1 anna to 2 rupees.	91	150	...	...	..	109	.
3	11	4,929	12	0	155	0	0	3,175	0	0	8,259	12	0	1 to 4 annas.	282	281	..	...		217	
6	19	7,478	7	2	722	3	6	6,382	3	0	14,582	13	8	.....	373	431	...	...	..	326	..
38	83	30,036	1	4	3,881	6	1	27,647	5	0	61,564	12	5	.....	1,917	1,679	22	98	15	1,557	69

(*Local Return*).

Statement of Grant-in-aid Schools of the

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					*No. of pupils on rolls at the close of the year.*					
	Name of Institution.	General.	Hindūs.	Muhammadans.	Christians.	Total.	Hindūs.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.
	Ambālā Circle.											
Ambālā	'Amlā school	1	...	...	...	1	...	...	...	...	74	65
	American Presbn. Mission school, Cantt.	1	...	...	...	1	87	27	9	123	105	81
Ludiānā	City Vernacular school	1	...	...	...	1	...	...	...	...	64	53
Simlā	American Presbn. Mission school, Sabāthū	1	...	...	...	1	24	16	1	41	38	34
	Anglo-Vernacular school, Kasauli	1	...	...	...	1	30	9	1	40	46	40
Dehli	Ishrī Parshād's Anglo-Vernacular school	1	...	...	...	1	63	3	...	66	86	76
	Nīl-kā-katrā do.	1	...	...	...	1	80	17	3	100	102	80
	Anglo-Sanskrit school	...	1	...	...	1	134	8	...	142	148	106
Gurgaun	Anglo-Vernacular school, Ferozepur	1	...	...	...	1	45	37	1	83	84	67
	Vernacular school, Palwal	1	...	...	...	1	164	32	1	197	188	159
	Do. Farrukhnagar	1	...	..	...	1	71	30	...	101	93	74
	Do. Sonāh	1	...	...	...	1	62	42	...	104	103	81
	Total	11	1	...	...	12	760	221	16	997	1,131	916
	Lahore Circle.											
Jalandhar	American Presbn. Mission school, Cantt.	1	...	...	...	1	67	22	1	90	75	64
Kāngrā	Church Mission school	1	...	...	...	1	14	5	5	24	52	37
	Church Mission school, Dharmsālā	1	...	...	...	1	37	4	3	44	45	38
Amritsar	Church Mission school, Jandiālā	1	...	...	...	1	88	24	...	112	110	92
Gurdāspur	Regimental school, 4th Gurkhās, Bakloh	1	...	...	...	1	35	...	..	35	35	31
Siyālkot	Church of Scotland Mission school, City	1	...	...	...	1	91	51	10	152	114	91
	Do. do., Cantonment	1	...	...	...	1	42	43	2	87	85	68
	Church Mission school, Nārowāl	1	...	...	...	1	72	45	...	117	101	73
Lahore	Adult English school	1	..	...	...	1	48	11	3	62	63	39
	American Presbn. Mission Adult school	1	...	...	...	1	40	30	...	70	64	51
	Anglo-Vernacular school	1	...	..	...	1	...	...	...	...	60	44
	Anglo-Vernacular school, Mīān Mīr	1	..	...	...	1	49	28	...	77	72	51
Gujrānwālā	Church of Scotland Mission school, Waziābād	1	...	..	...	1	73	34	...	107	120	89
Ferozepur	Anglo-Vernacular school, City	1	..	...	...	1	49	12	5	66	64	48
	Do. do., Cantonment	1	..	...	...	1	99	28	6	133	135	91
	Total	15	...	...	...	15	804	337	35	1,176	1,195	907
	Rāwal Pindi Circle.											
Jehlam	Anglo-Vernacular school	1		...	...	1	...	...	...	...	142	118
Derā I. Khān	Church Mission school	1	.	...	...	1	124	54	1	179	196	163
Bannū	Do. do.	1	...	...	..	1	38	52	...	90	71	53
Peshāwar	Do. do. Cantonment	1	...	...	...	1	39	37	9	85	88	61
	Total	4	..	...	...	4	201	143	10	354	497	395
	Multān Circle.											
Multān	Church Mission school	1	...	...	...	1	46	42	4	92	79	59
	Do. do. Siyālkot	1	..	...	...	1	38	24	...	62	63	54
	Anglo-Vernacular school, Cantonment	1	...	...	...	1	40	35	...	75	67	51
D. G. Khān	Town school, Jāmpur	1	...	..	...	1	98	27	...	125	134	112
	Do. do. Chotī	1	..	...	...	1	7	44	...	51	53	45
	Do. do. Phelo Garbī	1	...	...	...	1	8	40	..	48	54	39
	Total	6	...	...	...	6	237	212	4	453	450	360
	Grand Total	36	1	...	..	37	2,002	913	65	2,980	3,273	2,578

Middle Class, for the year 1870-71.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in.*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdu.	Hindi (Nāgri).	Hindi (Landā Mahājani, &c.).	Arabic.	Persian.	Sanskrit.
...	...	64	0	0	5	0	0	64	0	0	133	0	0		Grant	with	dra	wn fro	m 1st	May	1870
1	6	813	11	7	224	8	0	960	0	0	1,998	3	7	1 anna to 1 r.	123	123	...	...	...	50	...
...	...	111	15	0	14	6	0	75	0	0	201	5	0		Abolis	hed fr	om	Sep	tem	ber	1870
1	1	329	11	0	30	5	0	360	0	0	720	0	0	1 to 2 as.	35	32	5	* 38	...	17	...
...	1	366	4	0	...	...	...	240	0	0	606	4	0	Do.	8	40	3	...	...	34	...
...	7	1,075	0	0	264	0	0	684	0	0	2,023	0	0	2 as. to 2 rs.	66	66	...	...	...	66	...
..	9	1,478	0	0	313	9	0	770	0	0	2,561	9	0	1 anna to 4 rs.	100	100	100	...	...	100	100
...	11	2,810	2	5	175	7	0	1,233	0	0	4,218	9	5	1 anna to 2 rs.	67	142	...	...	...	88	142
..	3	535	10	10	...	...	...	535	10	10	1,071	5	8	1 to 2 as.	16	64	19	...	5	34	...
..	7	531	15	5	6	0	0	279	15	4	817	14	9	Do.	...	116	81	...	3	49	...
..	2	352	7	2	41	6	0	120	0	0	513	13	2	Do.	...	71	30	...	...	24	...
...	3	262	6	0	26	14	4	190	5	11	479	10	3	Do.	...	84	20	...	3	34	...
2	50	8,731	3	5	1,101	7	4	5,512	0	1	15,344	10	10		415	838	258	38	11	496	242
...	4	700	2	0	139	14	0	840	0	0	1,680	0	0	1 to 4 as.	90	35	...	...	...	55	...
4	3	1,089	12	0	32	2	0	1,089	12	0	2,211	10	0	1 to 2 as.	18	5	...	...	...	19	...
1	1	339	11	6	19	12	6	180	0	0	539	8	0	1 anna.	36	11	...	...	..	9	...
1	5	595	11	6	68	8	0	520	0	0	1,184	3	6	Do.	32	90	...	33	...	30	23
1	3	459	0	0	31	15	9	480	0	0	970	15	9	1¼ anna to 1 r.	35	18	17	..	...	...	...
4	5	1,516	14	9	188	13	0	1,352	0	0	3,057	11	9	1 to 8 as.	102	60	...	...	1	109	..
1	4	640	2	9	125	15	6	360	0	0	1,126	2	3	Do.	48	37	...	...	...	62	...
3	3	1,050	1	9	41	10	3	600	0	0	1,691	12	0	1 to 2 as.	24	95	..	39	...	41	...
...	3	...	...	...	366	12	0	360	0	0	726	12	0	6 as. to 3 rs.	61	...	...	...	...	..	...
1	6	225	8	0	142	8	0	360	0	0	728	0	0	3 to 8 as.	70	...	...	...	...	...	...
...	...	118	14	0	11	11	9	130	9	9	261	3	6		Grant	with	dra	wn fro	m	July	1870
...	5	840	0	0	65	14	0	840	0	0	1,745	14	0	1 to 2 as.	44	77	...	...	..	44	...
1	5	1,134	8	0	98	8	0	820	0	0	2,053	0	0	2 to 8 as.	53	37	...	...	...	70	...
...	4	953	8	0	239	0	0	1,012	8	0	2,205	0	0	1 to 8 as.	66	66	..	..	...	66	...
...	5	478	15	0	89	11	0	540	0	0	1,108	10	0	1 anna to 1 r.	47	108	16	...	...	70	7
17	56	10,142	13	3	1,662	11	9	9,484	13	9	21,290	6	9		726	639	33	72	1	575	30
...	...	600	0	0	75	15	0	600	0	0	1,275	15	0		Conve	rted in	to zi	l'schoo	l fro	m Aug	'70.
2	6	2,629	2	9	263	6	8	2,580	0	0	5,463	9	5	3 pies to 1-8-0 r	42	125	..	55	6	78	...
1	3	1,071	10	6	55	9	0	940	0	0	2,067	3	6	3 pies to 2 as.	36	64	...	...	...	46	...
...	4	1,061	7	0	72	1	0	360	0	0	1,493	8	0	1 to 2 as.	69	85	...	...	...	43	...
3	13	5,353	4	3	466	15	8	4,480	0	0	10,300	3	11		147	274	...	55	6	167	...
1	3	1,688	0	6	54	5	0	1,260	0	0	3,002	5	6	1 anna.	40	92	...	...	...	50	...
...	2	539	4	0	34	6	0	420	0	0	993	10	0	Do.	30	60	...	...	...	55	...
...	3	420	10	5	53	11	6	420	10	6	895	0	5	1 anna to 1 r.	51	62	...	...	...	37	...
...	3	493	1	0	...	...	...	300	0	0	793	1	0	2 to 8 as.	...	95	...	30	...	24	...
...	2	84	0	0	...	...	...	180	0	0	264	0	0	Do.	...	51	...	...	...	29	...
...	2	142	8	0	...	...	..	240	0	0	382	8	0	Do.	...	48	..	...	...	30	...
1	15	3,367	7	11	142	6	6	2,820	10	5	6,330	8	11		121	408	...	30	.	225	...
23	134	27,594	12	10	3,373	9	3	22,297	8	4	53,265	14	5		1,409	2,159	291	195	18	1,463	272

* Roman Urdu.

(*Local Return*).

Statement of Grant-in-aid Schools of the

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					*No. of pupils on rolls at the close of the year.*					
Name of Institution.		General.	Hindūs.	Muhammadans.	Christians.	Total.	Hindūs.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendances.
	Ambālā Circle.											
Ambālā	American Presbyterian Mission branch schools, City	2	...	...	...	2	109	67	7	183	207	162
Do.	Ditto ditto Cantonment	1	...	...	...	1	91	22	...	113	95	80
Do.	Branches to zil' school, Jagādhrī	4	...	...	...	4	325	24	4	353	346	234
Do.	Ditto ditto, Ropar	*4	...	...	...	4	156	30	11	197	218	171
Ludiānā	American Presbyterian Mission branch schools	3	...	...	...	3	49	63	...	112	114	87
Simlā	Church Mission school, Kotgarh	11	...	...	...	11	161	...	2	163	160	126
Do.	Native school, Sanāwar	1	...	...	...	1	24	5	7	36	27	21
Dehlī	S. P. G. Mission branch schools	4	...	...	...	4	301	58	19	378	312	230
Karnāl	Branches to zil' school	4	...	...	...	4	118	83	...	201	158	126
Gurgaun	Branches to zil' school, Rewārī	5	...	...	...	5	184	70	...	254	252	214
Do.	Vernacular school, Shāhjahānpur	1	...	...	...	1	30	8	...	38	32	25
Hissār	Branches to zil' school, Bhewānī	3	...	...	...	3	231	11	...	242	237	168
Rotak	Ditto ditto, Rohtak	4	...	...	...	4	192	118	4	314	300	220
Dehlī	Vernacular schools (branches to zil' school)	6	...	...	...	6	361	247	2	610	577	459
	Total	53	...	...	...	53	2,332	806	56	3,194	3,035	2,323
	Lahore Circle.											
Jalandhar	American Presbyterian Mission branch schools	3	...	...	...	3	109	84	...	193	193	161
Do.	Branches to zil' school, Rāhon	4	...	...	...	4	157	67	...	224	237	149
Hushyārpur	Branches to zil' school	5	...	...	...	5	193	107	10	310	321	267
Kāngrā	Church Mission branch school	1	...	...	...	1	20	2	...	22	44	27
Do.	Branches to zil' school, Nūrpur	4	...	...	...	4	149	59	1	209	217	165
Do.	Kanyārā school	1	...	...	...	1	...	...	...	...	4	2
Amritsar	Church Mission male orphanage	...	...	...	1	1	...	...	...	...	13	12
Do.	Ditto ditto branch schools	6	...	...	...	6	596	9	...	605	717	551
Do.	Branches to zil' school	7	...	...	...	7	749	165	101	1,015	933	787
Gurdāspur	Ditto ditto Batālā	4	...	...	...	4	177	93	14	284	274	227
Lahore	American Presbyterian Mission branch schools	18	...	...	...	18	712	383	...	1,095	1,066	988
Do.	Lower zil' school	1	...	...	...	1	56	47	6	109	122	102
Siyālkot	Church of Scotland Mission branch school	1	...	...	...	1	...	...	...	...	81	64
Ferozepur	Branches to middle school	4	...	...	...	4	236	120	19	375	380	305
Gujrānwālā	Branches to zil' school	2	...	...	...	2	103	70	14	187	198	153
	Total	61	...	...	1	62	3,257	1,206	165	4,628	4,800	3,960
	Rāwal Pindi Circle.											
Rāwal Pindī	American Presbyterian Mission branch schools	3	...	...	...	3	73	41	13	127	137	104
Gujrāt	Church of Scotland Mission school	1	...	...	...	1	49	38	...	87	97	76
Do.	Branches to zil' school	3	...	...	...	3	145	61	28	234	223	195
Peshāwar	Church Mission branch schools	2	...	...	...	2	...	...	...	...	149	114
Do.	Regimental school, Corps of Guides, Mardān	1	...	...	...	1	7	26	18	51	37	28
Kohāt	Branch to zil' school	1	...	...	...	1	30	54	4	88	90	68
	Total	11	...	...	...	11	304	220	63	587	733	585
	Multān Circle.											
Multān	Branches to zil' school	3	...	...	...	3	118	29	3	150	154	122
Jhang	Ditto ditto	2	...	...	...	2	107	19	2	128	137	105
Derā G. Khān	Ditto ditto	5	...	...	...	5	174	112	2	288	255	202
Do.	Village schools	30	...	...	...	30	428	513	4	945	1,006	823
Shāhpur	Bherā lower zil' school	1	...	...	...	1	58	5	1	64	71	48
	Total	41	...	...	...	41	885	678	12	1,575	1,623	1,300
	Grand Total	166	...	...	1	167	6,778	2,910	296	9,984	10,191	8,168

* Not for Christians.

Lower Class, for the year 1870-71.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdū.	Hindi (Nāgrī).	Hindi (Landa Mahājani, &c.)	Arabic.	Persian.	Sanskrit.
...	9	465	8	2	84	13	9	358	0	0	908	5	11	½ to 1 anna	48	123	22	57	...	81	...
1	3	264	8	6	50	12	6	240	0	0	555	5	0	Do.	...	43	38	70	...	34	2
...	9	420	0	0	469	14	6	420	0	0	1,309	14	6	1 to 8 as.	...	353	...	227	...	43	...
...	6	480	0	0	56	5	6	300	0	0	836	5	6	1 pice to 3 as.	...	81	31	110	...	19	...
2	7	318	9	0	40	6	6	300	0	0	658	15	6	½ to 1 anna.	89	96	...	...	...	16	...
1	11	737	0	0	...	...	...	360	0	0	1,097	0	0	Nil.	6	22	163	...	...	..	...
...	2	414	8	0	24	0	0	300	0	0	738	8	0	1 to 8 as.	9	27	...	...	...	21	...
2	12	1,506	3	9	209	4	0	1,480	0	0	3,195	7	9	2 as.	240	118	...	...	...	20	...
...	5	480	0	0	121	15	6	431	5	7	1,033	5	1	1 to 2 as.	...	114	22	28	...	76	...
...	7	720	0	0	148	2	6	731	1	4	1,599	3	10	6 ps. to 4 as.	...	254	...	...	...	112	...
...	1	120	0	0	3	5	0	120	0	0	243	5	0	1 to 2 as.	...	36	2	...	...	7	...
..	5	360	0	0	121	5	0	372	0	0	853	5	0	1 to 4 as.	...	112	160	...	...	46	...
...	8	260	7	0	359	7	0	420	0	0	1,039	14	0	Do.	...	227	50	37	...	7	...
...	25	1,899	0	5	651	0	0	2,340	0	0	4,890	0	5	½ to 8 as.	...	610	...	...	...	294	...
6	110	8,445	12	10	2,340	11	9	8,172	6	11	18,958	15	6		392	2,216	488	589	...	776	2
3	5	142	1	3	68	0	9	210	2	0	420	4	0	½ to 1 anna.	...	91	...	...	...	108	...
...	7	315	0	0	192	8	0	500	13	8	1,008	5	8	1 to 2 as.	...	177	10	56	...	75	...
...	13	600	0	0	187	6	0	771	6	3	1,558	12	3	1 to 4 as.	...	310	...	...	...	127	...
1	1	194	15	0	5	3	6	109	13	0	309	15	6	1 anna.	3	8	5	...	...	6	7
...	10	720	0	0	100	13	0	756	11	3	1,577	8	3	3 to 8 as.	...	126	90	...	...	58	10
...	...	30	0	0	...	...	...	30	0	0	60	0	0	.....	Grant	withd	raw	n from	July	1870.	
...	...	40	0	0	...	...	...	40	0	0	80	0	0	.....	Closed	from	1st	June	1870		
4	9	1,348	5	3	320	10	9	1,500	0	0	3,169	0	0	½ to 1½ anna.	88	294	...	605	...	...	...
...	28	2,300	0	0	1,280	13	9	3,410	1	4	6,990	15	1	1 to 6 as.	.	585	...	430	...	244	...
...	10	360	0	0	268	8	6	611	8	6	1,240	1	0	1 to 4 as.	...	263	21	...	...	96	...
2	48	1,372	9	9	1,129	9	6	2,100	0	0	4,602	3	3	1½ anna.	563	593	...	336	...	502	...
...	4	...	...	...	360	0	0	360	0	0	720	0	0	2 as.	48	109	...	...	...	77	...
...	...	281	8	0	8	7	6	88	0	0	377	15	6	*							
...	11	546	8	0	198	7	6	715	8	0	1,460	7	6	1 to 8 as.	...	205	19	126	...	73	9
...	6	360	0	0	173	10	9	446	5	11	980	0	8	1 to 4 as.	...	187	...	58	...	56	...
10	152	8,610	15	3	4,294	3	6	11,650	5	11	24,555	8	8		702	2,948	145	1,611	...	1,422	26
4	4	395	14	4	247	8	3	636	0	9	1,279	7	4	1 to 8 as.	59	109	...	...	...	56	...
2	4	890	11	3	57	2	6	240	0	0	1,187	13	9	1 to 4 as.	37	87	...	...	...	43	...
...	6	220	0	0	376	0	6	240	0	0	836	0	6	1 to 10 as.	...	196	...	83	...	69	...
...	...	627	0	0	...	...	...	245	0	0	872	0	0		Closed	from	Nov	ember	1870	†	
...	2	...	...	...	240	12	0	240	0	0	480	12	0	2 as. to 5 rs.	20	28	...	...	...	3	...
...	2	100	0	0	115	7	0	100	0	0	315	7	0	1 anna to 1 r.	...	88	...	...	...	33	...
6	18	2,233	9	7	1,036	14	3	1,701	0	9	4,971	8	7		116	508	...	83	...	204	...
...	8	600	0	0	138	5	6	730	13	9	1,469	3	3	1 to 8 as.	...	150	...	...	...	65	...
...	3	150	0	0	42	3	9	149	6	11	341	10	8	1 to 2 as.	...	78	22	41	...	33	25
...	10	720	0	0	262	8	9	720	0	0	1,702	8	9	1 a. 2 1 r.	...	249	39	...	...	109	...
...	35	3,264	12	11	..	..	...	2,452	0	0	5,716	12	11	1 to 2 as.	29	897	...	48	...	299	...
...	4	273	0	0	36	4	9	252	0	0	561	4	9	6 ps. to 2 as.	...	23	27	...	...	14	27
...	60	5,007	12	11	479	6	9	4,304	4	8	9,791	8	4		29	1,397	88	89	...	520	52
22	340	24,298	2	7	8,151	4	3	25,828	2	3	58,277	9	1		1,239	7,069	721	2,372	...	2,922	80

* Amalgamated with the main school from 1st March 1871.

† *N. B.*—From November 1870, the Manager has erroneously included the statistics of Peshāwar branch schools with those of the main school.

(*Local Return*).

Statement of Grant-in-aid Female Schools of the

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					*No. of pupils on rolls at the close of the year.*					
Name of Institution.		General.	Hindūs.	Muhammadans.	Christians.	Total.	Hindūs.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.
	Ambālā Circle.											
Ludiānā	American Presbyterian Mission school for orphan girls	1	...	...	...	1	...	...	40	40	39	32
Simlā	American Presbyterian Mission female school, Sabathū	1	...	...	...	1	16	4	1	21	17	15
Do.	Church Mission female school, Kotgarh	3	...	...	...	3	12	...	3	15	14	12
Dehli	S. P. G. Mission female schools	4	...	...	...	4	...	113	...	113	100	81
Do.	Do. do. Zanānā do.	1	...	...	...	1	25	59	6	90	92	90
Karnāl	Female schools, Kythal	...	1	1	...	2	33	13	...	46	53	46
Hissār	Do. do. Hissār	1	...	...	...	1	14	1	...	15	11	7
Rotak	Do. do. Bahādargarh	...	...	1	...	1	...	20	...	20	19	16
Gurgaun	Do. do. at Rewārī and Farrukhnagar	...	...	3	...	3	...	55	...	55	57	44
	Total	11	1	5	...	17	100	265	50	415	402	343
	Lahore Circle.											
Jalandhar	Hindū female schools	...	28	...	...	28	615	...	18	633	665	571
Hushyārpur	American Presbyterian Mission female schools	...	1	1	...	2	41	34	...	75	117	73
Kangrā	Church Mission female school	1	...	...	...	1	28	...	...	28	36	23
Do.	Female schools, Kāngrā district	...	7	2	...	9	125	34	...	159	158	115
Amritsar	Church Mission female orphanage	...	...	...	1	1	...	...	30	30	32	27
Do.	Lady Lawrence girls' schools	...	*7	4	...	11	51	114	128	293	292	233
Do.	Primary female schools, City	...	32	10	...	42	1,025	305	...	1,330	1,336	972
Lahore	Female branch schools, City	...	4	4	...	8	77	88	...	165	167	143
Ferozepur	Female schools	...	...	3	...	3	...	77	...	77	77	54
Siyālkot	Do. do.	...	33	40	...	73	741	851	94	1,686	1,851	1,369
Gujrānwālā	Do. do.	...	3	5	...	8	59	102	...	161	160	126
Do.	Church of Scotland Mission female schools, Wazīrābād	...	2	...	...	2	32	...	...	32	32	23
	Total	1	117	69	1	188	2,794	1,605	270	4,669	4,923	3,729
	Rāwal Pindī Circle.											
Rāwal Pindī	American Presbyterian Mission female school	...	1	...	...	1	60	...	...	60	69	44
Do.	Bedi Khem Singh's female schools	...	56	6	...	62	1,717	184	...	1,901	1,915	1,596
Jehlam	Do. do. do.	...	43	3	...	46	1,195	99	...	1,294	1,299	1,082
Peshāwar	Church Mission female schools	2	...	...	...	2	4	98	...	102	85	71
	Total	2	100	9	...	111	2,976	381	...	3,357	3,368	2,793
	Multān Circle.											
Multān	Church Mission female schools	6	...	...	...	6	...	72	...	72	70	64
Do.	Hindū female school	...	1	...	...	1	10	...	...	10	10	9
	Total	6	1	...	...	7	10	72	...	82	80	73
	Grand Total	20	219	83	1	323	5,880	2,323	320	8,523	8,773	6,938

* Including one for Mazbis.

Lower Class, for the year 1870-71.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdū.	Hindi (Nāgrī).	Hindi (Landa Mahājanī, &c.)	Arabic.	Persian.	Sanskrit.
4	2	1,048	10	4	...	...	...	612	0	0	1,660	10	4	.....	20	18	12	...	...	..	...
1	1	180	0	0	...	...	...	180	0	0	360	0	0	.....	...	6	17	*4	...	...	..
1	2	131	0	0	...	...	...	120	0	0	251	0	0	.....	...	..	15	...	...	...	...
...	7	1,060	7	0	...	...	...	1,070	0	0	2,130	7	0	.....	...	113	...	...	...	...	...
5	1	4,109	0	0	...	...	...	1,540	0	0	5,649	0	0	.....	...	64	6	20	...	...	...
...	2	144	1	0	...	...	...	144	0	0	288	1	0	.....	...	13	25	6	...	...	2
...	1	55	0	0	5	0	0	60	0	0	120	0	0	.....	...	...	15	..	...	...	...
...	1	84	10	0	...	...	...	67	8	0	152	2	0	.....	...	16	...	...	...	4	...
...	3	190	8	0	...	...	...	190	8	0	381	0	0	.....	...	55	...	...	...	13	...
11	20	7,003	4	4	5	0	0	3,984	0	0	10,992	4	4	.....	20	285	90	30	.	17	2
...	28	840	10	0	...	...	...	840	10	0	1,681	4	0	.....	...	...	291	113	...	...	229
...	3	397	3	9	...	...	...	220	0	0	617	3	9	.....	...	34	41	...	...	...	...
2	...	216	9	9	...	...	...	180	0	0	396	9	9	.....	...	28	...	..	...	..	...
...	9	157	8	0	...	...	...	157	8	0	315	0	0	.....	...	25	134	...	...	...	...
2	1	790	0	0	...	...	...	720	0	0	1,510	0	0	.....	30	30	..	...	..	..	...
1	10	1,945	0	0	...	...	...	1,092	0	0	3,037	0	0	.....	...	114	26	†179	..	...	...
..	42	3,523	6	2	...	...	...	3,539	10	11	7,063	1	1	.....	...	261	371	654	..	44	...
...	9	1,674	1	2	...	...	...	1,674	0	7	3,348	1	9	.....	...	88	60	17	..	...	...
...	3	210	0	0	...	...	...	210	0	0	420	0	0	.....	...	77	...	...	...	...	...
...	73	3,733	13	10	...	...	...	3,755	0	0	7,488	13	10	.....	...	938	748	...	...	106	...
...	8	240	0	0	...	...	...	240	0	0	480	0	0	.....	...	67	..	59	22	13	...
2	2	140	11	0	...	...	...	120	0	0	260	11	0	.....	...	...	22	12	...	...	...
7	188	15,868	15	8	...	...	...	12,748	13	6	26,617	13	2	.....	30	1,662	1,693	1,034	22	163	229
1	4	236	11	6	...	...	...	235	0	0	471	11	6	.....	...	...	...	†60	...	...	...
...	76	3,024	0	0	...	...	..	2,004	0	0	5,028	0	0	.....	...	...	1,717	..	184	49	38
...	49	1,722	0	0	...	...	..	1,698	0	0	3,420	0	0	.....	...	..	1,195	...	80	19	...
1	6	950	15	3	...	...	...	360	0	0	1,310	15	3	.....	...	100	...	4	..	34	...
2	135	5,933	10	9	...	...	...	4,297	0	0	10,230	10	9	.....	...	100	2,912	64	264	102	38
1	6	372	12	0	...	...	...	300	0	0	672	12	0	.....	...	72	...	...	...	4	...
...	1	102	0	0	...	...	...	102	0	0	204	0	0	.....	...	...	9	...	...	...	1
1	7	474	12	0	...	...	...	402	0	0	876	12	0	.....	...	72	9	...	.	4	1
21	350	27,280	10	9	5	0	0	21,431	13	6	48,717	8	3	.....	50	2,119	4,704	1,128	286	286	270

* Roman Urdū. † Gurmukhī.

Statement of Indigenous Schools in the

1		2	3	4	5	6
			No. of pupils on rolls.			
Districts.		No. of schools.	Hindūs.	Muhammadans.	Others.	Total.
Ambālā	Aided	..	...	...	...	...
	Unaided	109	723	685	2	1,410
Ludiānā	Aided	...	...	...	...	...
	Unaided	111	528	604	42	1,174
Sunlā	Aided	...	...	...	...	...
	Unaided	1	15	11	1	27
Dehlī	Aided	...	...	...	...	...
	Unaided	38	370	162	...	532
Gurgaun	Aided	..	...	...	...	...
	Unaided	27	367	55	...	422
Karnāl	Aided	...	..	...	...	...
	Unaided	50	298	272	2	572
Hissār	Aided	...	...	...	...	...
	Unaided	14	555	34	...	589
Rohtak	Aided	...	...	...	...	...
	Unaided	37	291	223	...	514
Sirsā	Aided	..	...	...	...	...
	Unaided	49	293	265	90	648
Total	Aided	...	...	...	...	...
	Unaided	433	3,440	2,311	137	5,888
Jalandhar	Aided	1	14	71	..	85
	Unaided	268	Detail not given.			2,562
Hushyārpur	Aided	...	...	...	...	...
	Unaided	135	455	672	571	1,698
Kāngrā	Aided	7	...	...	141	141
	Unaided	22	364	61	...	425
Amritsar	Aided	...	..	...	...	...
	Unaided	233	1,414	1,030	388	2,832
Gurdāspur	Aided	1	34	58	8	100
	Unaided	55	291	391	28	710
Siyālkot	Aided	...	...	...	...	...
	Unaided	231	650	1,676	16	2,342
Lahore	Aided	1	1	23	1	25
	Unaided	251	799	1,847	3	2,649
Gujrānwālā	Aided	...	...	...	...	...
	Unaided	201	250	948	720	1,918
Ferozepur	Aided	...	...	...	...	...
	Unaided	89	327	549	86	962
Total	Aided	10	49	152	150	351
	Unaided	1,485	4,550	7,174	1,812	16,098
		1,495	4,599	7,326	1,962	16,449
Rāwal Pindi	Aided	...	...	...	...	...
	Unaided	248	901	1,843	10	2,754
Jehlam	Aided	...	...	...	...	...
	Unaided	691	1,203	5,928	20	7,151
Gujrāt	Aided	..	...	...	...	...
	Unaided	567	2,372	7,129	261	9,762
Peshāwar	Aided	1	44	44	4	92
	Unaided	No returns received.				
Hazārā	Aided					
	Unaided					
Kohāt	Aided					
	Unaided					
Bannū	Aided					
	Unaided					
Derā Ismāīl Khān	Aided	...	...	...	...	...
	Unaided	238	382	1,833	...	2,215
Total	Aided	1	44	44	4	92
	Unaided	1,744	4,858	16,733	291	21,882
		1,745	4,902	16,777	295	21,974
Multān	Aided	...	..	...	...	...
	Unaided	34	407	199	4	610
Montgomery	Aided	...	...	...	...	...
	Unaided	44	Detail not given.			475
Jhang	Aided	.	...	...	...	..
	Unaided	112	Detail not given.			1,618
Muzaffargarh	Aided	...	...	...	...	..
	Unaided	47	122	322	...	444
Shāhpur	Aided	...	..	..	...	...
	Unaided	157	414	2,345	...	2,759
Derā Gāzi Khān	Aided	...	..	..	...	..
	Unaided	77	Detail not given.			777
Total	Aided	...	.	...	...	...
	Unaided	471	943	2,866	4	6,683
Grand Total	Aided	11	93	196	154	443
	Unaided	4,133	13,791	29,084	2,244	50,551
		4,144	13,884	29,280	2,398	50,994

Panjāb for the year 1870-71.

7	8	9	10	11	12	13	14	15	16	17
Expenditure.				*No. of persons instructed in*						
From private sources.	From fees.	From Government.	Total.	English.	Urdū.	Hindī (Nāgrī).	Hindī (Landā Mahājanī).	Arabic.	Persian.	Sanskrit.
...	...	...	...	...	...	...	...	...	...	...
55 0 0	102 11 0	...	157 11 0	...	35	15	425	490	139	306
...	...	...	...	...	...	...	...	...	...	...
5 0 0	441 7 0	...	446 7 0	...	12	149	265	545	51	152
...	...	...	...	...	...	...	...	...	...	...
206 0 0	...	...	206 0 0	...	24	5	...	...	2	...
...	...	...	...	...	...	...	...	...	...	...
726 0 0	1,016 0 0	...	1,742 0 0	...	204	...	203	89	182	42
...	...	...	...	...	...	...	...	...	...	...
49 8 0	116 0 0	...	165 8 0	...	10	241	25	10	149	2
...	...	...	...	...	...	...	...	...	...	...
42 2 0	...	...	42 2 0	...	...	22	76	217	87	170
...	...	...	...	...	...	...	...	...	...	...
...	1,288 0 0	...	1,288 0 0	...	...	25	500	...	64	...
...	...	...	...	...	...	...	...	...	...	...
60 0 0	1,326 0 0	...	1,386 0 0	...	24	5	168	117	180	20
...	...	...	...	...	...	...	...	...	...	...
964 0 0	...	...	964 0 0	...	21	11	309	268	32	38
...	...	...	...	...	...	...	...	...	...	...
2,107 10 0	4,290 2 0	...	6,397 12 0	...	330	473	1,971	1,736	886	730
...	96 0 0	180 0 0	276 0 0	...	85	...	...	...	69	...
3,260 4 0	...	...	3,260 4 0	...	85	111	384	1,282	563	203
...	...	...	...	...	...	...	...	...	...	...
3,033 0 0	84 0 0	...	3,117 0 0	...	...	130	...	828	599	96
365 0 0	...	600 0 0	965 0 0	...	32	...	...	...	...	109
543 0 0	...	...	543 0 0	42	225	125	8	...	123	...
...	...	...	...	...	...	...	...	...	...	...
5,880 0 0	...	...	5,880 0 0	...	132	401	358	541	618	782
...	...	120 0 0	120 0 0	...	100	...	...	...	...	...
*280 0 0	...	...	280 0 0	...	32	139	34	274	228	3
...	...	...	...	...	...	...	...	...	...	...
766 0 0	126 0 0	...	892 0 0	...	161	63	186	1,110	691	71
120 0 0	...	110 0 0	230 0 0	25	25	...	...	...	...	...
3,593 0 0	...	...	3,593 0 0	191	6	36	333	1,571	389	123
...	...	...	...	...	...	...	...	...	...	...
2,025 8 0	...	...	2,025 8 0	...	110	40	400	636	672	...
...	...	...	...	...	...	...	...	...	...	...
1,026 0 0	...	...	1,026 0 0	4	20	56	243	546	42	51
485 0 0	96 0 0	1,010 0 0	1,591 0 0	25	242	...	...	...	69	109
20,406 12 0	210 0 0	...	20,616 12 0	237	771	1,201	1,946	6,788	3,925	1,329
20,891 12 0	306 0 0	1,010 0 0	22,207 12 0	262	1,013	1,201	1,946	6,788	3,994	1,438
...	...	...	...	...	...	...	...	...	...	...
2,037 0 0	599 8 0	...	2,636 8 0	...	162	321	353	1,476	311	151
...	...	...	...	...	...	...	...	...	...	...
28,335 0 0	...	...	28,335 0 0	...	...	899	322	5,838	349	43
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	12	1,006	826	7,018	427	473
...	71 4 0	† ...	71 4 0	...	92	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
10 8 0	...	...	10 8 0	...	112	354	...	1,161	625	63
...	71 4 0	...	71 4 0	...	92	...	...	...	...	...
30,382 8 0	599 8 0	...	30,982 0 0	...	286	2,580	1,501	15,493	1,712	730
30,382 8 0	670 12 0	...	31,053 4 0	...	378	2,580	1,501	15,493	1,712	730
...	...	...	...	...	...	...	...	...	...	...
224 12 0	...	...	224 12 0	...	20	103	241	150	86	10
...	...	...	...	...	...	...	...	...	...	...
436 12 0	119 0 0	...	555 12 0	...	4	...	...	373	98	...
...	...	...	...	...	...	...	...	...	...	...
1,107 0 0	...	...	1,107 0 0	...	22	309	...	761	469	57
...	...	...	...	...	...	...	...	...	...	...
513 0 0	...	...	513 0 0	...	...	...	203	115	117	9
...	...	...	...	...	...	...	...	...	...	...
945 0 0	...	...	945 0 0	...	...	339	...	2,160	260	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	11	...	...	440	326	...
...	...	...	...	...	...	...	...	...	...	...
3,226 8 0	119 0 0	...	3,345 8 0	...	57	751	444	3,999	1,356	76
485 0 0	167 4 0	1,010 0 0	1,662 4 0	25	334	...	...	...	69	109
56,123 6 0	5,218 10 0	...	61,342 0 0	237	1,444	5,005	5,862	28,016	7,879	2,865
56,608 6 0	5,385 14 0	1,010 0 0	63,004 4 0	262	1,778	5,005	5,862	28,016	7,948	2,974

* 417 maunds of wheat and 50 ghumās of land, contributed from private sources, are not included in this.
† Grant not drawn.

(*Local Return*).

Statement of Normal Schools

1	2	3	4	5	6	7	8	9	10	11	12
District.	Name of Institution.	When established.	No. of students on rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers.	
			Hindūs.	Muhammadans.	Others.	Total.				Christians.	Others.
	Ambālā Circle.										
1 Dehli	Normal school	17th April '59	22	24	...	46	40	38	23	..	8
	Lahore Circle.										
1 Lahore	Normal school	27th May '56	48	68	4	120	116	96	23	...	7
	Rāwal Pindi Circle.										
1 Rāwal Pindi	Normal school	10th May '57	12	29	..	41	40	32	22	...	4
3	Grand Total		82	121	4	207	196	166	23	...	19

(*Local Return*).

Statement of Grant-in-aid Normal

1		2	3	4	5	6	7	8	9	10	11	12
Name of Institution.		For what religion.					No. of pupils on rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.
		General.	Hindūs.	Muhammadans.	Christians.	Total.	Hindūs.	Muhammadans.	Others.	Total.		
	Ambālā Circle.											
Dehli	S. P. G. Mission female normal school	1	...	...	...	1	14	32	3	49	44	34
	Lahore Circle.											
Lahore	Female normal school	*1	...	...	...	1	30	16	...	46	46	38
Jalandhar	Indian ditto	1	...	...	...	1	...	10	...	10	10	10
Kāngrā	Female ditto	1	..	...	...	1	13	...	...	13	14	11
Amritsar	Ditto ditto	*1	...	...	...	1	26	12	...	38	39	33
Ditto	Christian Vernacular Education Society's normal school	1	...	...	...	1	13	12	3	28	26	22
Siyālkot	Female normal school	1	...	...	...	1	6	8	..	14	14	14
	Total	6	...	...	...	6	88	58	3	149	149	128
	Grand Total	7	...	...	..	7	102	90	6	198	193	162

* For Hindūs and Muhammadans only.

for the year 1870-71.

13	14			15			16			17			18			19	20	21	22	23	24	25
Monthly rate of schooling fee.	*Expenditure.*												Amount collected in fees.			*No. of pupils instructed in*						
	From public funds.			From one per cent. educational cess funds.			Other sources.			Total.						English.	Urdū.	Hindī (Nāgrī).	Hindī (Landā Mahājanī, &c.)	Arabic.	Persian.	Sanskrit.
...	3,953	6	8	4,994	12	8	...	...	...	8,948	3	4	9	8	0	...	46	4	...	29	42	...
...	5,428	13	3	8,425	1	3	61	11	10	13,915	10	4	1	0	0	120	120	...	...	83	120	...
...	2,406	9	2	3,992	1	8	...	...	...	6,398	10	10	...	...	...	23	41	...	...	23	41	...
...	11,788	13	1	17,411	15	7	61	11	10	29,262	8	6	10	8	0	143	207	4	...	135	203	...

Schools for the year 1870-71.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdū.	Hindī (Nāgrī).	Hindī (Landā Mahājanī, &c.)	Arabic.	Persian.	Sanskrit.
3	2	2,618	2	0	...	...	...	1,900	0	0	4,518	2	0	.....	...	17	32	...	...	...	...
...	6	471	13	1	...	...	...	5,211	6	9	5,683	3	10	.....	.	16	16	14	...	...	...
1	1	1,730	0	0	...	...	...	1,730	0	0	3,460	0	0	.....	...	10	...	...	...	...	.
1	...	134	8	0	...	...	.	134	8	0	269	0	0	.....	...	...	13	...	...	...	...
..	3	1,200	0	0	...	...	...	5,160	0	0	6,360	0	0	.....	..	12	10	16	...	5	...
2	1	3,153	1	6	...	...	..	1,800	0	0	4,953	1	6	.....	...	28	...	.	10	28	...
1	...	1,421	7	3	...	...	...	1,350	0	0	2,771	7	3	.....	...	8	6	...	...	4	..
5	11	8,110	13	10	...	...	...	15,385	14	9	23,496	12	7	.....	...	74	45	30	10	37	..
8	13	10,728	15	10	...	...	...	17,285	14	0	28,014	14	7	.....	...	91	77	30	10	37	...

(*Local Return*).

Statement of the Endowment and Building Funds of the Schools for European and Eurasian Children, to which grants-in-aid are made by Government, under Lord Canning's Minute of October 1860, for 1870-71.

1		2			3			4			5			6			7		
Name of Institution.		Balance on 1st April 1870.			*Income during* 1870-71. From Government.			*Income during* 1870-71. From private sources			Total of columns 2, 3, and 4.			Expenditure during 1870-71.			Balance on 1st April 1871, difference between columns 5 and 6.		
Bishop Cotton school, Simlā	Endowment fund	*98,985	3	10	...	...	...	5,384	8	0	1,04,369	11	10	5,004	14	0	99,364	13	10
	Building fund	†44,957	3	10	9,447	0	0	10,302	15	9	25,207	4	1	5,296	11	11	†30,504	0	0
Lahore High school	Endowment fund	‡25,174	11	8	...	...	...	1,474	0	0	26,648	11	8	1,000	0	0	25,648	11	8
	Building fund	1,071	12	1	...	...	...	500	0	0	1,571	12	1	1,571	12	1	...	...	...
Murree-cum-Rāwal Pindi school	No Endowment fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Building fund	100	15	8	1,309	0	0	...	...	...	1,409	15	8	1,300	0	0	109	15	8
Henry Lawrence Memorial Asylum, Murree	Endowment fund	§1,51,000	0	0	...	...	...	...	...	...	...	...	...	...	...	...	1,51,000	0	0
	No Building fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Panjāb girls' school, Simlā	No Endowment fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Building fund	¶39,727	6	6	1,398	0	0	1,944	8	3	36,384	14	3	9,743	1	9	¶46,128	0	0

N. B.—Amounts in column 3 were paid from the Public Works Department Budget.

* Includes Rs. 98,300 in Government securities at 5 per cent.

† To debit.

‡ Includes Rs. 20,000 in Government securities.

§ Rs. 71,000 in Bank of Bengal, Calcutta. } Have not been allowed Government equivalent, but the proceeds applied to current
,, 60,000 in Oriental Bank, Calcutta. } expenses are supplemented by an equivalent grant, and appear in the ordinary return.
,, 9,500 for Yule scholarships lodged in the Panjāb Bank.
,, 500 for good conduct prize ditto ditto.
,, 10,000 lodged in the Bank of Bengal, donation by Lady Alexander Lawrence. Has not been allowed Government equivalent.

¶ To debit. In last return Rs. 39,731-6-6 were erroneously shown instead of Rs. 39,727-6-6.

(Local Return).

Return of Private Donations and Endowments from which aid was received by the Department during the year 1870-71.

Name of Donor.	Description of donation.	Annual value.			For what period to continue.	For what purpose.
His Highness Mahārājā Dhalīb Singh	Cash	500	0	0	During life time of donor.	Sholarships to students of Amritsar zil' shool.
Nawāb Fazl 'Alī Khān	Govt. Promissory Notes, Rs. 1,70,000	7,286	0	0	Permanent	Extension of education in Dehlī.
Mirzā Hidāyat Afzā Bahādar, known as Mirzā Ilāhī Bakhsh.	Cash	120	0	0	As long as the school exists.	'Arab Sarāi school.
Lālā Waztr Singh of Dehlī	Do.	585	0	0	To end of February 1871.	Nīl-kā-katrā school, Dehlī.
Lālā Jauhrī Mal	Do.	420	0	0	To end of March 1872.	Ditto ditto.
Lālā Ishrī Parshād	Do.	420	0	0	Do. do.	Charkhewālā school.
Lālā Rāmī Mal	Do.	600	0	0	To end of January 1874.	Anglo-Sanskrit school, Dehlī.
Pandit Sheo Charn	Do.	120	0	0	Do. do.	Ditto ditto.
Rāi Chhunā Mal	Do.	100	0	0	Do. do.	Ditto ditto.
10 persons of Dehlī	Do.	413	0	0	Do. do.	Ditto ditto.
47 persons residents of Sunipat	Do.	189	12	0	For 1870-71.	For schools.
9 persons of Faridabād	Do.	114	0	0	To end of March 1871.	Ditto.
Residents of Nizām-ud-dīn, 'Arab Sarāi, and Purānā Qil'.	Do.	60	0	0	As long as the school exists.	Ditto.
69 persons residents of Sirsā district	Do.	630	4	0	.....	Ditto.
Sardār Jīwan Singh of Burlā	Do.	180	0	0	As long as the school exists.	Burlā elementary English school.
2 persons of Ambālā district	Do.	36	0	0	Do. do.	Ditto. ditto.
9 persons ditto	Do.	182	12	0	At will of donors...	Female schools.
18 persons ditto	Do.	187	2	0	Do. do.	Branch schools, Ropar.
10 persons ditto	Do.	96	0	0	As long as the school exists.	Female schools.
Lambardārs of Gohānā	Do.	252	0	0	.....	Elementary English school, Gohānā.
Lambardārs of Bahādargarh	Do.	67	0	0	.....	Ditto do. Bahādargarh.
116 persons of Karnāl district	Do.	324	0	0	As long as the schools exist.	Kythal and Pānipat elementary English schools.
Major J. E. B. Parsons, Dy. Commr., Simlā	Do.	50	0	0	.....	For school.
33 persons of Simlā district	Do.	56	0	0	.....	Ditto.
15 persons of Ferozepur	Do.	51	0	0	As long as the school continues.	For fees, books, &c., of poor students of Ferozepur school.
Panches of Zafarwāl, Jāmke, Daskā, & Pasrūr	Do.	840	0	0	Do. do.	Elementary English schools.
Residents of Siyālkot district	Do.	4,847	4	9	Do. do.	Female schools.
Ditto ditto	Do.	1,190	0	0	Till the students continue their studies.	Medical school students.
Panches of Jurlān, zil' Siyālkot	Do.	18	0	0	.....	For Anghur village school.
Sardār Jhandā Singh Batālā	Do.	240	0	0	As long as the school exists.	English school.
152 members of committee, Hushyārpur	Rs. 407-1-0 in cash & 467-12-7 worth clothes, &c.	874	13	7	.....	Clothes, feeding, fees, &c., of pauper students.
G. Knox, Esquire	Cash	300	0	0	At will of the donor.	Pay of Superintendent of schools, Kulū Valley.
Sardār Shamsher Singh of Rājā Sānsī	Do.	120	0	0	As long as the school exists.	Rājā Sānsī school.
H. H. Mahārajā of Kapūrthalā	Do.	600	0	0	At will of donor.	For Anjuman-i-Amritsar.
Raises and Jāgīrdārs of Amritsar	Do.	1,284	0	0	Do. do.	Ditto ditto.
Sardārs of Rājā Sānsī	Do.	60	0	0	As long as the school exists.	Rājā Sānsī school.
Lambardārs and Zaildārs of Ajnālā	Do.	180	0	0	Do. do.	Ajnālā school.
Ditto ditto of Taran Tāran	Do.	94	0	0	Do. do.	Ditto ditto.
Residents of Gurdāspur district	Do.	124	0	0	.....	Prizes for students.
Bābā Surdan Singh, Jāgīrdār, Multān	Do.	50	0	0	As long as the school exists.	Hindū female school, Jalandhar.
Sardār Partāp Singh, Jāgīrdār of Nūr Mahal	Do.	48	0	0	As long as his Jāgīr exists.	Scholarships to students, Rāhun school.
41 persons of Jalandhar district	Rs. 210-12 in cash and a clock value Rs. 22.	232	12	0	At will of donors	Kartārpur school.
Lambardārs, Jāgīrdārs, &c., of Jalandhar	Cash	854	15	0	.....	Hindū female schools.
38 persons, Jhang district	Do.	480	0	0	Permanent	Mighiāna English school.
23 persons, do. do.	Do.	276	0	0	Do.	Shorkot ditto.
Sadr and Mufasal 'Amlā of Montgomery district.	Do.	258	0	0	.....	Montgomery English school.
Lambardārs zil' Montgomery	Do.	102	0	0	.....	Dittto ditto.
Residents of Gugairā	Do.	20	7	3	.....	Gugairā Hindī school.
45 persons residents of Multān	Do.	102	0	0	As long as the schools exist.	Female schools, Multān.
Imām Bakhsh Khān, Sardār of Rojhān	Do.	66	0	0	Permanent	For town and village schools.
2 persons of Rājanpur	Do.	65	9	0	Do.	Ditto ditto.
Panches of Derā Gāzī Khān	Do.	500	0	0	Do.	Ditto ditto.
17 persons of Muzaffargarh district	Do.	287	12	0	As long as the school exists.	Muzaffargarh English school.
Total Rupees	.....	26,944	14	7		

(Local Returns).

Statement showing the position, salary or income of College Students, who matriculated previous to December 1870, and left College during the year 1870-71.

No.	Name.	School.	Year.	Nature of employment.
1	Din Dīāl	Dehlī zil' school	1867	Head Master, Patiālā school, on Rs. 100 per mensem.
2	Usaf 'Alī	Dehlī Mission school	1864	Head Master, Bhorā school, on Rs. 80 per mensem.
3	Rām Kishan	Ditto do.	1866	Assistant Master, Canning college, Lucknow, on Rs. 100 per mensem.
4	Janki Nāth	Dehlī zil' school	1865	Assistant Master, St. Stephen's college, Dehlī, on Rs. 80 per mensem.
5	Muhammad Afzal Khān.	Gujrāt zil' school	1866	Nāib-Tahsīldār, Attak, on Rs. 50 per mensem.
6	Daulat Rām	Ditto do.	1867	Studies in the Engineering college, Rurkī, and receives Rs. 50 per mensem as scholarship.
7	Dogar Mal	Jalandhar Mission school	1868	Apprentice Clerk, Deputy Commissioner's office, Jalandhar.
8	Bhagwati Charn Mukarjī.	Ambāla Mission school	1868	Whereabouts unknown.
9	Bhagat Rām	Amritsar do.	1867	Joined the Medical school at Lahore.
10	Shāhzadā	Lahore do.	1867	Clerk on Rs 30 per mensem under Insptr. of Post Offices, Lahore Division.
11	Mazhar 'Alī	Ditto do.	1868	Clerk in the Postal Department, on Rs. 30 per mensem.
12	Nihāl Chand	Ditto do.	1868	Not known.
13	Nihal Khān	Ludiānā do.	1868	Teacher in the Ludiānā Mission school, on Rs. 30 per mensem.
14	Nand Gopāl	Gujrāt zil' school	1867	Joined Thomason Civil Engineering college, Rurkī, where he receives a scholarship of Rs. 50 per mensem.
15	Aziz Bakhsh	Jalandhar Mission school	1869	Clerk of Court of Deputy Commissioner's office, Hushyārpur, on Rs. 80 per mensem.
16	Jaggū Mal	Lahore do.	1869	Not known.
17	Mohar Singh	Ditto do.	1869	Clerk in the Panjāb Railway Department, on Rs. 30 per mensem.
18	J. Golak Nāth	Jalandhar do.	1868	Gone home, and studies privately.
19	Rādha Mal	Amritsar zil' school	1869	Unemployed.
20	Molo Mal	Lahore do.	1868	Apprentice, Public Works Department.

Statement showing how the Students who matriculated in 1870 are employed.

No.	Name.	School.	Nature of employment.
	Ambālā Circle.		
1	F. S. Moore	Bishop Cotton school, Simlā	Preparing himself for the examination of the Rurkī college.
2	C. Hine	Ditto ditto	Studying in a school at Calcutta.
3	Pandit Jai Narāin	Dehlī zil' school	Student, Government college, Dehlī.
4	,, Prān Nāth	Ditto ditto	Ditto ditto.
5	Kidār Nāth	Ditto ditto	Ditto ditto.
6	Rām Chand	Ditto ditto	Ditto ditto.
7	Badrī Parshad	Ditto ditto	Ditto ditto.
8	Nānak Chand	Ditto ditto	Ditto ditto.
9	Lachhmī Narāin	Ditto ditto	Ditto ditto.
10	Dhanī Rām	Ditto ditto	Ditto ditto.
11	Bihārī Lāl	Ditto ditto	Ditto ditto.
12	Rām Lachhman	Ditto ditto	Ditto ditto.
13	Harī Chand	Ditto ditto	Ditto ditto.
14	Nathū Rām	Ditto ditto	Ditto ditto.
15	Hardeo Dās	Dehlī Mission school	Ditto ditto.
16	Bhāgirath Parshād	Ditto ditto	Ditto ditto.
17	Bholā Nāth	Ditto ditto	Ditto ditto.
18	Manak Chand	Ditto ditto	Ditto ditto.
19	Nathū Mal	Ditto ditto	Ditto ditto.
20	Chandan Mal	Ditto ditto	Ditto ditto.
21	Hīra Lal	Ludiānā Mission school	Ditto Lahore.
	Lahore Circle.		
22	Narāin Dās	Lahore zil' school.	
23	Sham Das	Ditto ditto	Without employment.
24	Bhagat Rām	Ditto ditto	Employed in the Postal Department, on Rs. 30 per mensem.
25	Jhandu	Ditto ditto	Student, Government college, Lahore.
26	Gulam Muhammad	Ditto ditto	Ditto ditto.
27	Wazīr Chand, Trikhā	Amritsar zil' school	Apprentice in Deputy Commissioner's office.
28	Shankar Dās	Ditto ditto	Student, Government college, Lahore.
29	Ahmad Khan	Ditto ditto	Without employment.
30	Dawī Chand, Bedī	Ditto ditto	English Teacher at Taran Tāran school, on Rs. 30 per mensem.
31	Ram Singh	Ditto ditto	Student, Government college, Lahore.
32	Pirbhū Dīāl	Ditto ditto	Without employment.
33	Mūlraj	Lahore Mission school	Student, Government college, Lahore.
34	N. Baston	Ditto ditto	Ditto ditto.
35	Batālā Rām	Ditto ditto	Employed in the Sanitary Commissioner's office, on Rs. 25 per mensem.
36	Sālig Rām, Khoslā	Ditto ditto	Employed in the Police Department, on Rs. 30 per mensem.
37	Jawahir Singh	Amritsar ditto	Student, Government college, Lahore.
38	Sheo Dās	Ditto ditto	Teacher in branch school, on Rs. 10 per mensem.
39	Nathū Rām	Ditto ditto	Student, Government college, Lahore.
40	Aya Rām	Ditto ditto	Apprentice in Deputy Commissioner's office.
41	Ralya Rām	Ditto ditto	Student, Government college, Lahore.
42	Gurmukh Singh	Jalandhar ditto	Ditto ditto.
43	Nizām-ud-dīn	Ditto ditto	Ditto ditto.
44	'Umar Bakhsh	Ditto ditto	Ditto ditto.
45	Dharm Singh	Gujrānwālā ditto	Ditto ditto.
46	Alexander Swift	Ditto ditto	Without employment.
47	Amīr-ud-dīn Ebenezer	Kāngrā ditto	Studying Divinity under the Revd. T. French, C. M. Society, Lahore.
	Rāwal Pindī Circle.		
48	Ladhā Rām	Rāwal Pindī Mission school	Student, Government college, Lahore.
49	Narām Das	Peshāwar ditto	Studying Law at home, and comes to Lahore Mission school daily for 2 hours to read English.
50	Charanjit Mal	Ditto ditto	Teacher in Peshāwar Mission school, on Rs. 20 per mensem.

(*Local Returns*).

Statement showing the number of Students of Zil' Schools who have obtained employment during 1870-71.

Name of Zil' School.	No. of students who have obtained employment in the Educational Department.	No. of students who have obtained employment in the Civil Department.	No. of students who have obtained employment in other Departments.	Total.	Average salary.		
Ambālā Circle.							
Ropar	...	...	...	...	...	...	...
Rewārī	...	...	1	1	15	0	0
Jagādhrī	...	...	1	1	15	0	0
Karnāl	...	1	4	5	15	6	5
Simlā	...	...	3	3	10	0	0
Rohtak	1	...	2	3	17	5	4
Dehlī	2	...	6	8	27	12	0
Bhewānī	...	...	...	...	..	...	...
Total	3	1	17	21	16	11	11
Lahore Circle.							
Batālā	1	1	...	2	12	8	0
Gujrānwālā	...	...	...	...	...	...	...
Nūrpur	...	...	...	..	...	...	...
Hushyārpur	...	3	3	6	15	8	0
Rāhun	...	3	3	6	7	13	4
Amritsar	6	1	11	18	20	12	5
Lahore	1	...	6	7	16	0	0
Total	8	8	23	39	14	8	4
Rāwal Pindī Circle.							
Abbottābād	...	...	...	...	...	..	...
Gujrāt	2	...	...	2	11	0	0
Kohāt	...	...	...	...	...	...	...
Jehlam	...	1	...	1	15	0	0
Total	2	1	...	3	13	0	0
Multān Circle.							
Derā Gazī Khān	1	1	7	9	21	14	3
Multān	1	2	2	5	18	0	0
Jhang	...	2	1	3	9	0	0
Bherā	...	...	1	1	15	0	0
Total	2	5	11	18	15	15	8
Grand Total	15	15	51	81	16	1	0

Statement showing the number of students of Vernacular Schools who have obtained employment during 1870-71.

District.	No. of students who have obtained employment in the Educational Department.	No. of students who have obtained employment in the Civil Department.	No. of students who have obtained employment in other Departments.	Total.	Average salary.		
Ambalā Circle.							
Ambālā	4	...	7	11	9	4	4
Ludiānā	...	...	...	...	...	...	...
Simlā	...	...	...	...	...	...	...
Dehlī	...	...	...	...	...	...	...
Gurgaun	6	3	1	10	8	9	7
Karnāl	2	3	4	9	11	14	3
Sirsā	2	6	2	10	7	14	5
Hissār	1	1	2	4	18	12	0
Rohtak	...	..	4	4	13	4	0
Total	15	13	20	48	11	9	9
Lahore Circle.							
Lahore	2	5	4	11	9	4	4
Ferozepur	2	2	2	6	7	13	4
Gujrānwālā	4	2	5	11	7	1	5
Jalandhar	1	1	1	3	7	10	8
Hushyārpur	3	15	2	20	9	12	0
Kāngrā	3	23	9	35	9	11	0
Amritsar	1	6	4	11	8	5	10
Gurdāspur	1	5	8	14	10	12	7
Siyālkot	1	...	1	2	7	0	0
Total	18	59	36	113	8	9	8
Rāwal Pindī Circle.							
Rāwal Pindī	1	12	7	20	7	12	10
Jehlam	3	10	12	25	12	2	7
Gujrāt	...	...	...	.	...	..	...
Derā Ismāīl Khān	1	1	2	4	6	12	0
Bannū	..	...	...	...	...	...	...
Peshāwar	...	5	...	5	9	3	2
Kohāt	...	...	...	...	...	...	...
Hazārā	...	...	...	...	...	...	...
Total	5	28	21	54	8	7	7
Multān Circle.							
Multān	...	3	1	4	9	12	0
Montgomery	...	3	...	3	6	0	0
Jhang	1	2	2	5	9	9	7
Muzaffargarh	2	10	1	13	7	9	10
Derā Gāzī Khān	1	2	...	3	9	10	8
Shāhpur	...	...	...	...	...	...	...
Total	4	20	4	28	8	8	5
Grand Total	42	120	81	243	9	4	10

(*Local Return*).

Statement showing the number of pupils in each class of Zil' Schools at the beginning of, and at the close of, 1870-71.

Names of Schools.	No. of pupils in each class at the close of 1869-70.														No. of pupils in each class at the close of 1870-71.													
	Upper school.				*Middle school.*					*Lower school.*					*Upper school.*				*Middle school.*					*Lower school.*				
	1st class.	2nd do.	3rd do.	Total.	1st class.	2nd do.	3rd do.	4th do.	Total.	1st class.	2nd do.	3rd do.	Total.	Grand Total.	1st class.	2nd do.	3rd do.	Total.	1st class.	2nd do.	3rd do.	4th do.	Total.	1st class.	2nd do.	3rd do.	Total.	Grand Total.
Dehlī zil' school	30	23	25	78	...	...	...	...	...	...	...	...	...	78	20	18	25	63	...	...	...	...	...	...	...	...	...	63
,, Chauri middle school	...	...	...	...	34	20	26	30	110	...	...	...	...	110	...	...	...	...	44	31	24	78	177	...	...	...	...	177
,, Chelon-kā-kūchā school	...	...	...	...	12	14	35	20	81	...	...	...	...	81	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rewārī zil' school	...	...	...	...	11	18	13	17	59	...	...	...	...	59	...	...	...	...	10	16	14	37	77	...	...	...	...	77
Karnāl ,,	...	...	...	...	...	7	21	9	37	...	...	...	...	37	...	...	...	...	3	8	15	8	34	...	...	...	...	34
Jagādhrī ,,	...	...	...	...	7	10	8	9	34	...	...	...	...	34	...	...	...	...	8	8	9	11	36	...	...	...	...	36
Ropar ,,	...	...	...	...	4	4	5	8	21	...	...	...	...	21	...	...	...	...	1	6	7	19	33	...	...	...	...	33
Simlā ,,	...	...	...	...	...	...	7	6	13	14	9	36	59	72	...	...	...	...	...	...	11	15	26	13	9	15	37	63
Bhewānī ,,	...	...	...	...	3	6	4	12	25	...	...	...	...	25	...	...	...	...	7	6	8	15	36	...	...	...	...	36
Rohtak ,,	...	...	...	...	9	12	10	12	43	...	...	...	...	43	...	...	...	...	7	9	12	20	48	...	...	...	...	48
Jhajjar ,,	...	...	...	...	4	2	3	8	17	...	...	...	...	17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	30	23	25	78	84	93	132	131	440	14	9	36	59	577	20	18	25	63	80	84	100	204	467	13	9	15	37	567
Lahore zil' school	21	12	18	51	18	13	38	29	98	...	...	...	...	149	21	16	17	54	8	14	8	51	81	...	...	...	...	135
,, Oriental school	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	9	19	30	...	...	...	...	...	...	...	...	...	30
Amritsar zil' school	21	14	7	42	22	18	44	41	125	...	...	...	...	167	22	7	17	46	14	29	52	74	169	...	...	...	...	215
Batālā ,,	...	...	...	...	8	6	11	13	38	...	...	...	...	38	...	...	...	...	9	10	...	37	56	...	...	...	...	56
Hushyārpur ,,	...	...	...	...	14	11	17	36	78	...	...	...	...	78	...	...	...	...	10	7	9	45	71	...	...	...	...	71
Rāhun ,,	...	...	...	...	13	12	19	29	73	...	...	...	...	73	...	...	...	...	11	10	19	30	70	...	...	...	...	70
Nūrpur ,,	...	...	...	...	...	3	6	14	23	...	...	...	...	23	...	...	...	...	...	4	13	19	36	...	...	...	...	36
Gujrānwālā ,,	...	...	...	...	9	10	...	...	19	19	25	121	165	184	...	...	...	...	3	7	10	3	23	...	...	...	...	23
Total	42	26	25	93	84	73	135	162	454	19	25	121	165	712	45	34	53	130	55	81	160	262	506	...	...	...	...	636
Gujrāt zil' school	...	...	...	...	13	11	9	17	50	...	...	...	...	50	...	...	...	...	9	4	17	31	61	...	...	...	...	61
Abbottābād ,,	...	...	...	...	...	...	...	...	...	6	8	44	58	58	...	...	...	...	...	4	5	14	23	7	...	14	21	44
Kohāt ,,	...	...	...	...	...	2	10	10	22	...	...	...	...	22	...	...	...	...	2	6	9	9	26	...	...	...	...	26
Jehlam ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	5	20	16	48	23	27	58	108	156
Total	...	...	...	...	13	13	19	27	72	6	8	44	58	130	...	...	...	...	18	19	51	70	158	30	27	72	129	287
Multān zil' school	...	...	...	...	12	10	8	22	52	...	...	...	...	52	...	...	...	...	9	8	12	37	66	...	...	...	...	66
D. G. Khān ,,	...	...	...	...	9	9	14	27	59	...	...	...	...	59	...	...	...	...	5	11	20	28	64	...	...	...	...	64
Jhang ,,	...	...	...	...	8	7	6	8	29	...	...	...	...	29	...	...	...	...	6	4	9	19	38	...	...	...	...	38
Bherā ,,	...	...	...	...	8	6	6	39	59	8	24	62	94	153	...	...	...	...	2	4	9	21	36	...	...	...	...	36
Total	...	...	...	...	37	32	34	96	199	8	24	62	94	293	...	...	...	...	22	27	50	105	204	...	...	...	...	204
Grand Total	72	49	50	171	218	211	320	416	1,165	47	66	263	376	1,712	65	52	78	193	175	211	361	741	1,335	43	36	87	166	1,694

(*Local Return*).

Statement showing the number of Pupils studying in each class of Government Town Schools of each District at the beginning of, and at the close of, 1870-71.

Districts.	Number of schools.	No. of pupils in each class at the close of 1869-70. 1st class.	2nd do.	3rd do.	4th do.	5th do.	6th do.	7th do.	8th do.	No. of pupils reading only English.	Total.	No. of schools.	No. of pupils in each class at the close of 1870-71 1st class.	2nd do.	3rd do.	4th do.	5th do.	6th do.	7th do.	8th do.	No. of pupils learning only English.	Total.
Dehli	4	3	7	10	24	39	48	80	132	4	347	4	3	8	20	27	31	56	49	134	...	328
Gurgaun	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Karnāl	3	2	19	18	23	40	59	71	274	8	514	3	7	7	18	21	59	67	89	234	16	518
Hissār	1	...	...	4	4	8	7	11	42	3	79	1	2	2	3	4	6	4	12	22	5	60
Rohtak	3	1	4	16	13	31	71	72	172	...	380	3	...	6	20	19	24	40	94	156	...	359
Sirsā	1	...	...	6	6	9	15	16	86	...	138	1	...	...	3	5	10	26	15	101	8	168
Ambālā	8	4	14	27	48	57	135	158	410	...	853	8	12	27	50	59	75	115	127	336	...	801
Ludiānā	7	4	20	37	41	52	71	118	380	...	723	7	1	12	35	39	52	63	128	376	...	706
Simlā	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	27	14	64	118	159	236	406	526	1,496	15	3,034	27	25	62	149	174	257	371	514	1,359	29	2,940
Jalandhar	5	...	...	26	30	71	95	103	239	8	572	5	...	...	24	33	75	77	98	229	...	536
Hushyārpur	6	...	6	25	41	74	108	76	226	...	556	7	...	8	34	52	95	131	114	206	...	640
Kāngrā	2	...	...	7	14	10	32	46	131	...	240	2	...	...	3	11	19	26	34	139	...	232
Amritsar	2	...	...	10	20	21	78	84	47	...	260	3	...	...	22	33	40	73	90	63	...	321
Gurdāspur	4	...	4	17	28	61	104	77	192	...	483	4	...	...	27	42	39	94	62	202	...	466
Siyālkot	6	...	5	30	45	66	105	94	244	...	589	6	...	10	29	46	97	79	115	231	...	607
Lahore	4	...	2	18	22	38	74	115	70	...	339	4	...	6	16	11	35	51	97	115	...	341
Gujrānwālā	1	...	...	5	5	12	22	26	40	...	110	1	...	...	7	10	6	31	32	31	...	117
Ferozepur	3	...	...	14	10	32	67	46	60	...	229	3	...	12	18	16	30	73	50	75	...	274
Total	33	...	17	152	215	385	685	667	1,249	8	3,378	35	...	36	180	264	436	635	692	1,291	...	3,534
Rāwal Pindi	2	3	7	7	16	23	46	52	99	...	253	2	7	10	16	16	25	38	52	108	...	272
Jehlam	2	...	...	4	8	11	33	44	91	...	191	2	...	1	6	12	19	44	37	84	...	203
Gujrāt	2	...	...	19	21	21	32	24	46	...	163	2	...	...	25	23	26	33	20	39	...	166
Derā Ismāil Khān	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bannū	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Peshāwar	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kohāt	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hazārā	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	6	3	7	30	45	55	111	120	236	...	607	6	7	11	47	51	70	115	109	231	...	641
Multān	1	...	...	3	6	17	14	7	15	...	62	1	...	2	2	6	9	20	9	15	...	63
Montgomery	2	...	...	5	7	10	17	30	34	...	103	2	...	2	5	6	16	32	29	77	...	167
Jhang	2	...	3	9	12	25	49	39	111	...	248	2	...	...	17	17	29	64	67	119	...	313
Muzaffargarh	2	...	...	12	15	25	39	31	130	...	252	2	...	...	5	10	26	35	32	110	...	218
Shāhpur	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Derā Gāzi Khān	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	7	...	3	29	40	77	119	107	290	...	665	7	...	4	29	39	80	151	137	321	...	761
Grand Total	73	17	91	329	459	753	1,321	1,420	3,271	23	7,684	65	32	113	405	528	843	1,272	1,452	3,202	29	7,876

(Local Return).

Statement showing the number of Pupils studying in each class of Government Village Schools of each District at the beginning of, and at the close of, 1870-71.

Districts.	Number of schools.	No. of pupils in each class at the close of 1869-70.										Number of schools.	No. of pupils in each class at the close of 1870-71.									
		1st class.	2nd do.	3rd do.	4th do.	5th do.	6th do.	7th do.	8th do.	No. of pupils reading only English.	Total.		1st class.	2nd do.	3rd do.	4th do.	5th do.	6th do.	7th do.	8th do.	No. of pupils reading only English.	Total.
Dehli	35	...	1	...	18	31	113	186	752	3	1,104	35	...	...	9	34	56	162	213	656	...	1,130
Gurgaun	46		...	13	25	53	130	214	1,076	...	1,511	46	...	2	18	26	90	167	257	800	...	1,360
Karnāl	49	...	...	6	6	51	169	190	671	...	1,093	50	...	3	...	6	51	152	141	593	...	946
Hissār	16	...		4	9	24	60	106	383	...	586	16	...	7	6	14	37	80	142	283	4	573
Rohtak	32	...	2	12	26	60	180	218	720	...	1,218	31	...	2	12	18	38	103	227	669	...	1,069
Sirsā	10	...	...	6	9	19	28	80	401	...	543	10	...	...	4	5	15	30	58	413	...	525
Ambālā	68	2	9	41	89	210	384	485	1,794	...	3,014	68	2	17	80	129	242	336	415	1,645	...	2,866
Ludiāna	47	...	5	51	94	121	187	253	455	...	1,166	46	...	1	70	71	87	208	224	393	...	1,054
Simlā	3	...	...	1	8	5	9	19	46	...	88	3		...	1	7	2	10	19	87	...	126
Total	306	2	17	134	284	574	1,260	1,751	6,298	3	10,323	305	2	32	200	310	618	1,248	1,696	5,539	4	9,649
Jalandhar	51	...	...	21	94	298	454	480	1,063	...	2,410	51	...	...	18	92	250	459	474	895	...	2,188
Hushyārpur	73	...	...	11	112	390	716	581	1,284	...	3,094	72	...	...	9	135	365	715	573	1,249	...	3,046
Kāngrā	35	...	...	3	15	101	190	297	739	...	1,345	39	...	...	8	46	145	218	278	869	...	1,564
Amritsar	56	...	...	20	56	279	552	557	978	...	2,442	54	...	...	28	89	332	458	463	1,018	...	2,388
Gurdāspur	80	...	7	36	111	408	572	721	1,476	...	3,331	82	...	6	20	100	347	570	730	1,706	...	3,479
Siyālkot	71	...	...	46	140	291	583	672	1,711	...	3,443	72	...	...	63	181	371	495	668	1,508	...	3,286
Lahore	34	...	2	13	36	144	257	301	454	...	1,207	35	...	7	22	61	178	253	264	619	...	1,404
Gujrānwālā	54		...	29	91	175	322	323	957	2	1,899	52	...	1	40	75	186	280	349	842	...	1,773
Ferozepur	37	...	...	9	16	114	226	284	472	...	1,121	31	...	...	8	28	119	249	247	448	...	1,099
Total	491	...	9	188	671	2,200	3,872	4,216	9,134	2	20,292	488	...	14	216	807	2,293	3,697	4,046	9,154	...	20,227
Rāwal Pindi	36	...		14	30	104	310	374	794	...	1,620	40	...	5	46	92	212	378	486	993	...	2,212
Jehlam	50	...	...	4	34	159	329	486	1,336	4	2,352	41	...	...	15	97	200	388	518	1,182	7	2,407
Gujrāt	37	...	...	18	83	151	282	320	1,144	...	1,998	37	...	...	72	214	263	459	327	622	...	1,957
Derā Ismāīl Khān	17	...	...	6	26	59	103	109	600	...	903	16	...	...	...	13	63	120	123	574	...	893
Bannū	16	...	...	2	14	63	78	91	252	...	500	17	...	...	4	20	59	89	103	293	...	568
Peshāwar	36	...	...	...	7	94	166	125	267	...	659	24	...	...	...	12	65	124	115	256	...	572
Kohāt	6	...	...	...	4	4	25	26	54	...	113	5	...	...	...	5	8	17	22	50	...	102
Hazārā	2	...	...	...	2	5	10	14	43	...	74	2		...	...	...	6	14	21	42	...	83
Total	200	...	...	44	200	639	1,303	1,545	4,490	4	8,225	182	...	5	137	453	876	1,589	1,715	4,012	7	8,794
Multān	39	...	...	5	19	139	326	301	547	...	1,333	32	...	...	2	11	107	294	247	621	...	1,282
Montgomery	12	...	...	...	5	39	80	84	166	...	374	14	...	2	4	23	31	111	118	276	...	565
Jhang	23	...	...	10	35	79	145	130	406	...	805	20	...	...	17	32	93	165	133	396	...	826
Muzaffargarh	19	...	...	9	13	54	90	131	305	...	602	19	...	...	1	9	39	87	111	261	...	508
Shāhpur	38	...	...	...	...	128	239	290	875	...	1,532	27	...		10	37	94	212	202	664	...	1,219
Derā Gāzi Khān	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	131	...	...	24	72	439	880	936	2,295	...	4,646	112	...	2	34	112	364	869	811	2,218	...	4,410
Grand Total	1,128	2	26	390	1,227	3,852	7,315	8,448	22,217	9	43,486	1,087	2	53	587	1,682	4,151	7,403	8,268	20,923	11	43,080

(*Local Return*).

Return of Candidates passed for employment in the Educational Department during 1870-71.

No.	Names of passed Candidates.	When and where examined.	Where educated.	Grade of certificate gained.
	Chiranjī Lāl	1st April 1870, Dehlī	Dehlī Normal school	2nd grade.
	Sharf-ud-dīn	Ditto ditto	Ditto ditto	3rd grade.
	Ḥīrā Lāl	Ditto ditto	Ditto ditto	Ditto.
	Muhammad Roshan	Ditto ditto	Ditto ditto	Ditto.
	Gangā Dās	Ditto ditto	Ditto ditto	Ditto.
	Ni'mat 'Alī Khān	Ditto ditto	Ditto ditto	Ditto.
	Rasūl Bakhsh	Ditto ditto	Ditto ditto	Ditto,
	Muhammad Ni'm	Ditto ditto	Ditto ditto	Ditto.
	Muhammad Ni'm	1st Oct 1870, ditto	Ditto ditto	2nd grade.
	Rustam Khān	Ditto ditto	Ditto ditto	Ditto.
	Balwant Singh	Ditto ditto	Ditto ditto	Ditto.
	Jamnā Dās	Ditto ditto	Ditto ditto	Ditto
	Kāzam 'Alī	Ditto ditto	Ditto ditto	3rd grade.
	Sharf-ud-dīn	Ditto ditto	Ditto ditto	Ditto.
	Hamīd Husain	Ditto ditto	Ditto ditto	Ditto.
	Ahmad Kabīr	1st April 1870, Lahore	Lahore Normal school	2nd grade.
	Fateh-ud-dīn	Ditto ditto	Ditto ditto	Ditto
	Dayā Rām	Ditto ditto	Ditto ditto	3rd grade.
	Ilāhī Bakhsh	Ditto ditto	Ditto ditto	Ditto.
	Alah Bakhsh	Ditto ditto	Ditto ditto	Ditto.
	Bhagwān Singh	Ditto ditto	Ditto ditto	4th grade.
	Dayā Rām	1st Oct. 1870, ditto	Ditto ditto	2nd grade.
	Ala Bakhsh	Ditto ditto	Ditto ditto	Ditto.
	'Alī Ahmad	Ditto ditto	Ditto ditto	Ditto.
	Feroze-ud-dīn	Ditto ditto	Ditto ditto	Ditto.
	Narāin Dās	Ditto ditto	Ditto ditto	3rd grade.
	Aladād	Ditto ditto	Ditto ditto	Ditto.
	Shankar Dās	Ditto ditto	Ditto ditto	Ditto.
	Sāwan Singh	Ditto ditto	Ditto ditto	Ditto.
	Bahā-ud-dīn	Ditto ditto	Ditto ditto	Ditto.
	Husain Bakhsh	Ditto ditto	Ditto ditto	Ditto.
	Nishān 'Alī	Ditto ditto	Ditto ditto	Ditto.
	Khudā Bakhsh	Ditto ditto	Ditto ditto	4th grade.
	Chirāgh-ud-dīn	Ditto ditto	Ditto ditto	Ditto.
	Akbar 'Alī	Ditto ditto	Ditto ditto	Ditto.
	'Abdullāh	Ditto ditto	Ditto ditto	Ditto.
	Ghulām Bhikh	Ditto ditto	Ditto ditto	Ditto.
	Sītā Rām	1st April 1870, Rāwal Pindī	Rāwal Pindī Normal school	2nd grade.
	'Ilm-ud-dīn	Ditto ditto	Ditto ditto	3rd grade.
	Kanhayā Lāl	Ditto ditto	Ditto ditto	Ditto.
	Mīrān Bakhsh	Ditto ditto	Ditto ditto	Ditto.
	Fazal Ilāhī	1st April 1870, Rāwal Pindī	Ditto ditto	4th grade.
	Harbhagwān	1st Oct. 1870, ditto	Ditto ditto	2nd grade.
	Dherū Rām	Ditto ditto	Ditto ditto	Ditto.
	Hasan Shāh	Ditto ditto	Ditto ditto	3rd grade.
	Muhammad Bakhsh	Ditto ditto	Ditto ditto	Ditto.
	Shib Rām	Ditto ditto	Ditto ditto	Ditto.
	Karm Chand	Ditto ditto	Ditto ditto	Ditto.
	Jodh Rāj	Ditto ditto	Ditto ditto	4th grade.
	Faqīr Chand	Ditto ditto	Ditto ditto	Ditto.
	Rām Chand	Ditto ditto	Ditto ditto	Ditto.

W. R. M. HOLROYD, Captain,

Director of Public Instruction, Panjāb

REPORT ON POPULAR EDUCATION

IN THE

PANJAB AND ITS DEPENDENCIES,

FOR THE YEAR 1871-72

BY

J. G. CORDERY, ESQ.,

OFFICIATING DIRECTOR OF PUBLIC INSTRUCTION, PANJAB.

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TABLE OF CONTENTS.

Section.	SUBJECT.	Para.
	REVIEW OF THE REPORT BY GOVERNMENT.	
	Expenditure on Education	1
	Controlling Agencies	2
	Government Colleges	3
	The Punjab University College	4 & 5
	Government Schools—System of Classification	6
	Primary Schools	7
	Text Books	8 & 9
	Study of Persian	10
	Study of English	11
	Muhammadan Education	12 & 13
	Female Schools	14 to 16
	Normal Schools	17
	Wards and Sardars' Schools	18 & 19
	Special or Technical Education	20
	Patwari Schools, Establishment of, in connection with Educational Department	21
	Law Classes, in connection with the University College...	22
	Schools of Art and Design	23
	Conclusion—Thanks to Superior Officers of Educational Department ...	24
	DIRECTOR'S REPORT.	
	Introductory Statistics.	
	The Budget Grant, actual Expenditure, and the Saving	1
	Explanation of Savings	2
	Income and Expenditure of the Educational Cess Fund	3
	General Abstract of Statistics	4
	Distribution of Expenditure under the three principal heads	5
I	CONTROLLING AGENCIES.	
	Directorship	6
	The Inspectorship of the Lahore Circle	7
	District Inspectorships in Lahore Circle	8
	Local Committees in Lahore Circle	9
	Inspectorship of the Rawul Pindi Circle	10
	Exertions of Local Committees in Jhelum and Gujrat	11
	Inspectorship of Multan Circle	12
	Inspectorship of Ambala Circle	13
	General remarks on present controlling agencies, Chief Muharrirs—Necessity of raising their position	14
	General inefficiency of Local Committees, in what way to be remedied ...	15
II & III	UNIVERSITIES AND GOVERNMENT COLLEGES.	
	Table of results in Calcutta University Examinations	16
	Success in the M. A. Examination	17
	Success in the B. A. Examination—Failure in the Lower Examinations, how accounted for—students attracting to Lahore University Colleges. The results there	18
	Injurious effect of a double standard of Examination	19
	Expenditure and attendance in the Colleges—almost every student now receives a scholarship	20
	Cost of each student to Government	21
	Proposal to amalgamate the upper classes of the two colleges at Lahore—Arguments against the measure	22
	Promise of additional Professoriat needs to be fulfilled	23
	Position of youths who have left the College during the year	24
	Mention of the College Staff	25
IV	GOVERNMENT SCHOOLS.	
	General Statistics and distribution of Schools	26
	Classification of Schools into Higher, Middle and Lower, introduced during the year	27
	A.—Government Schools, Higher Class.	
	Schools of the Higher Class—Five in number	28
	Improvement and increase of Upper School at Lahore	29
	Increase of Anglo-Oriental School at Lahore—Change in curriculum ...	30
	Upper School at Amritsar—Its failure in the Lahore and Calcutta Examination	31
	Upper School at Hoshyarpur opened during the year	32
	Upper School at Delhi, successful at Calcutta Examination	33
	Rarity of Government Upper Schools, compensated for to a certain extent by Aided Schools of the class	34
	Employment of pupils leaving Upper Schools	35
	B.—Government Schools, Middle Schools.	
	Government Middle Schools, General Statistics, Account of the new curriculum laid down for them	36
	Increase of Middle schools—Present accommodation becomes inadequate ..	37
	Special class at Lahore—Sirdars' sons	38
	Percentage of pupils in each of the various classes	39
	Inadequacy of the present staff of teachers in Vernacular Middle Schools. The people must contribute to the expense of the necessary increase .	40

Section.	SUBJECT.	Para.
	C.—Primary and Lower Class Schools.	
	Lower Schools—General statistics—Necessary reduction in their number; advisability of the grant in-aid policy ...	41
	Especial advisability of such a policy on the Frontier districts ...	42
	Popularity of the lower schools in Lahore and other large towns ...	43
	Conduct of lower school examinations ...	44
	Relative merit of different districts as regards primary education ...	45
	Insignificance of the fees collected ...	46
	Cultivation of athletic sports ...	47
	Anglo-Arabic School at Delhi ...	48
	D.—Government Female Schools.	
	Female Schools—General Statistics ...	49
	Improvement of these schools where subject to sufficient inspection. Their failure elsewhere ...	50
	E.—Government Jail Schools.	
	Jail Schools—Possibility of their improvement...	51
	Relative merits of Schools in the several jails—Their cost	52
V	AIDED INSTITUTIONS.	
	Aided schools—General statistics	53
	Number of pupils in aided schools	54
	AIDED COLLEGES.	
	Relation of the Punjab University College to the Educational Dept ...	55
	Special objects of the Institution	56
	Details of its expenditure during the year	57
	The examination held and conducted by it	58
	Scheme for University degrees submitted to Government	59
	General effect of these measures—(1) The grant of scholarships; (2) The maintenance of the Oriental school—Its present condition ...	60
	Departure of Dr. Trumpp a serious blow to efficiency of the school ...	61
	(3) The entrance and First Arts Examinations at Lahore	62
	(4) The scheme for University Degrees	63
	(5) Law Lectureship and affiliation of scientific schools	64
	Registrarship	65
	AIDED SCHOOLS OF THE HIGHER CLASS FOR EUROPEANS AND EURASIANS.	
	Bishop Cotton School, Simla...	66
	The Lawrence Military Asylum, Sanawar	67
	Panjab Girls' School, Simla	68
	The High School at Lahore	69
	Girls' Schools in Anar Kali	70
	Lawrence Asylum at Murree...	71
	School at Murree and Rawul Pindi	72
	AIDED SCHOOLS, HIGHER CLASS, FOR NATIVES.	
	Aided schools of the higher class for natives—General statistics	73
	Cost in aided as compared with Government schools	*ib.*
	AIDED SCHOOLS, MIDDLE CLASS.	
	Aided schools of the Middle class—The majority in no respect differ from Government schools, except that half their cost is contributed by the people; injustice of placing these schools in a position at all worse than that occupied by Government schools...	74
	Results of the Middle School Examination in Aided Schools	75
	Success of the larger schools of this class in various schools	76
	Results at Delhi	77
	Results in the Rawul Pindi Circle	78
	AIDED SCHOOLS, LOWER CLASS.	
	Aided schools of the lower class—Comparison of their cost with that of Government Schools	79
	Possibility of a great extension of primary schools by placing them on the grant-in-aid principle	80
	Indigenous schools—Their relation to the Punjab University College ...	81
	Indefinite character of these schools—But they may be roughly divided into four classes	82
	Patshala class schools of Arithmetic	83
	The Arabic class—Schools of Muhammadan religion would not object to the incorporation of secular instruction	84
	Sanscrit class, of a character very similar to the Arabic...	85
	Persian class; these schools only teach badly what is better taught in Government Schools	86
	English taught in a few indigenous schools maintained by Bengali Government servants	87
	AIDED FEMALE SCHOOLS.	
	Attendance in Aided Female Schools exceeds that in corresponding Government Schools. But many so called aided, are in point of fact Government Schools	88

Section.	SUBJECT.	Para.
	Improvement in these Schools advances exactly in proportion to the quality of superintendence possible	89
	Wherever good superintendence is not available, the result is failure ...	90
	Zenana Mission...	91
VI	INSTITUTIONS FOR SPECIAL & PROFESSIONAL EDUCATION.	
	A. Government Normal Schools.	
	Normal Schools—General Statistics	92
	Normal School for Army School Mistresses	93
	B. Aided Normal Schools.	
	Aided Normal Schools—General Statistics	94
	Aided Normal School at Amritsar	95
	Female Normal Schools, five in number	96
	C. The Government Wards' School at Ambala.	
	Government Wards' School at Ambala	97
	D. Gardening School at Lahore.	
	Gardening School at Lahore	98
	Relation in which the Educational Department stands towards Agricultural Schools	99
VII	SCHOLARSHIPS.	
	Scholarships	100
VIII	EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.	
	The supply of educated youth is at present in the Panjab not greater than the demand	101
IX	THE ENGLISH LANGUAGE IN INDIAN EDUCATION.	
	Present state of instruction in the English Language	102
	Comparison of the advance in the knowledge of English with that shown by the examinations of 1870-71	103
	Popularity of instruction in English	104
X	BOOK DEPARTMENT.	
	The Curatorship	105
	The Book Depot is now self-supporting	106
	Its operations	107
	Its proceeds	108
	Its terms and mode of business	109
	Its prices	110
	Its expenditure compared with its receipts	111
	Its publications	112
	Reprints	113
	Value of books received from the Press and purchased	114
	English Books printed and published for the Depot during the year ...	115
	Advisability of closing the Nagri Department of the Educational Press ..	116
	Indents for books on England must now be transmitted to the Secretary of State	117
	Mention of Curator's Establishment	118
	Urdu Compilation of Stories from Indian History	119
	Translation of Collier's British Empire	120
	The Ataliq-i-Panjab	120
	Educational Works	122
	Text Books	123
	CONCLUDING OBSERVATIONS.	
	Percentage of attendance to the population of the Panjab	124
	Recommendation to Government of the gentlemen, English and native, who have rendered service to the cause of education in the Province...	125
	Mention of Director's office establishment	126
	APPENDICES.	
	Circular No. 49, dated 14th July 1871—Scheme of studies for Vernacular Schools.	
	Ditto No. 50, dated 15th July 1871—Rules for examination of Vernacular school students.	
	Report of Principal Government College Lahore.	
	Report of Principal Government College, Delhi.	
	Report of Inspector Ambala Circle.	
	" " Lahore Circle.	
	" " Rawal Pindi Circle.	
	" " Multan Circle.	

Section.	SUBJECT.	Page.
	Report by Director P. I. on the Lawrence Military Asylum, Sanawur.	
	Report by Superintendent Army Schools on the Bengal Military Normal School.	
	Report by Director P. I. on the Roman Catholic Orphanage, Simla.	
	STATEMENTS.	
	Imperial Returns.	
	Education B. I. Result of Examination of the University of Calcutta and the Punjab University College as regards the Panjab	iii
	Education B. II. General Statement of Educational Institutions ...	iv & v
	Local Returns.	
	Statement of Government Colleges	vi and vii
	" " Schools, Higher Class	viii & ix
	" " Schools, Middle Class	x to xv
	" " Schools, Lower Class...	xvi and xvii
	" " Female Schools, Lower Class	xviii and xix
	" " Jail Schools, "	xx and xxi
	" of Grant in Aid, European, East Indian or Christian Schools ...	xxii and xxiii
	" " " Higher Class	xxiv and xxv
	" " " Middle "	xxvi and xxvii
	" " " Lower "	xxviii and xxix
	" " Female Schools " "	xxx and xxxi
	" of Indigenous Schools	xxxii and xxxiii
	" of Government Normal Schools	xxxiv and xxxv
	" of Grant in Aid "	xxxvi and xxxvii
	" of the Endowment and Building Funds of the European and Eurasian Schools	xxxviii
	" of the expenditure of public money on Educational Buildings ...	
	" of private donations and Endowments from which aid was received by the Department	xxxix
	" of the position, salary or income of college students who matriculated previous to December 1871 and left college during 1871-72.	xl
	" shewing how the students who matriculated in 1871 are employed	xl
	" shewing the number of students of zillah schools who have obtained employment during 1871-72	xli
	" shewing the number of students of Vernacular schools, who have obtained employment during 1871-72	xli
	" shewing the number of pupils in each class of zilla schools ...	xlii
	" ditto ditto of Middle Vernacular schools	xliii
	" ditto ditto of Primary ditto	xliv
	" shewing the candidates passed for employment in the Educational Department during 1871-72...	xlv

Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab, in the Home Department,—No. 606, dated 18th February 1873.

READ—

Report on Popular Education in the Punjab and its Dependencies for the year 1871-72, furnished by J. G. Cordery, Esq., Director of Public Instruction, Punjab.

RESOLUTION.—The total amount expended on education during the year under review was Rs. 10,60,525 as compared with Rs. 10,18,640 expended in the previous year. Of this sum, Rs. 6,16,854 was furnished by Provincial Services assignment, and from Local Funds Rs. 4,43,671, of which the Educational Cess provided Rs. 2,11,454. Direction and its subsidiary charges amounted to somewhat over one lakh; inspection to about the same sum; while 8½ lakhs were expended on instruction proper. Rs. 60,623 from the head of Direction was spent on account of the Book Depôt, and Rs. 4,402 on patronage of literature. The total number of scholars in Government and Aided Institutions rose from 84,742 to 87,622. In most classes of schools, with the exception of Female Schools, Government and Aided, there has been a steady increase in the number of pupils.

2. *Controlling Agencies.*—The work of inspection during the year appears to have been efficiently performed. The Lahore Circle, in which the work is exceedingly heavy, was, with the exception of two pargannahs in the Amritsar District, completely inspected during the year by Mr. Alexander; while inspection of the Ráwalpindi, Multán and Ambálah Circles by Dr. G. W. Leitner, Mr. Pearson, Mr. Thompson and Mr. Cooke, has given as good results. In the districts of the Ráwalpindi Circle, the inhabitants of which have been hitherto averse to education, Dr. Leitner made strenuous endeavours to excite a real interest in the subject. But whatever the exertions of individual Officers of the Department, the Lieutenant-Governor agrees with the Director that the active interest of District Officers and their personal superintendence is necessary to ensure the co-operation of Educational Committees in the Punjab and the success of Village Schools. The Local Committees at present pay very little attention to the duties for which they are appointed, and every effort should be made by District and Divisional Officers to stimulate them to greater exertions. The Lieutenant-Governor believes that the feeling of the towns is strongly in favor of education; whilst even in the country, except perhaps in the Northern and Frontier Districts, those who have themselves received no education, or but an imperfect one, show symptoms of a tardy appreciation of its advantages, and are much less averse than heretofore to their children attending the Government Schools. There is thus no reason to believe that Educational Committees, if encouraged by District Officers and allowed a certain amount of independence and control over the institutions in their respective districts, will not gradually evince such interest in their prosperity as the Government may desire. The improvement in the class of Chief Moharrirs is an important matter. Proposals were some time back made by the department to replace these men by Deputy Inspectors on higher pay and with larger circles of inspection. His Honor is not unwilling to raise the pay of Chief Moharrirs so as to secure well-educated persons of a sufficiently good social position to command the respect both of scholars and of the Local Committees with whom they must work. The title of Deputy Inspector, which the Lieutenant-Governor observes is used in the present report, was not, however, approved, and that of District Inspector was preferred. This preference was a natural consequence of the principle accepted by the Government that a subordinate inspector should not be primarily a departmental officer, but should be subordinate to the Deputy Commissioner of the District, to whom he was to look for instructions, and through whom he was to work. This principle His Honor considers of vital importance. If the connection of the Deputy Commissioner with the educational system of the Province is severed, or even weakened; if his legitimate influence, including that of Native Revenue Officials, Tahsíldárs, and the native gentry of the district, is replaced by mere departmental inspection, the interests of education generally must be expected to suffer.

3. *Government Colleges.*—The Lahore and Dehli Colleges during the year have in the higher examinations for the degrees of M. A. and B. A. been unusually successful,—one candidate from Dehli coming out in the examination first in the whole Presidency. The Lieutenant-Governor has been glad to appoint this gentleman an Extra Assistant Commissioner in the Punjab as an acknowledgment of his brilliant success. A second candidate was successful in obtaining an M. A. degree, also taking a most creditable place; and these are the first from the Punjab who have obtained this degree in the Calcutta University. In the B. A. examinations three out of eight candidates passed; whilst the First Arts and Entrance Examinations of the Calcutta University were far less successful in their results. This is attributed by the Director, and no doubt with justice, to the double examinations of the Calcutta University and the Punjab University College, to which allusion will hereafter be made. The total average cost of each College student during the year, Rs. 628, is exceedingly high when the smallness of the results at present attained and the large population to which education in primary schools has not yet been afforded are considered; but the Colleges are a natural and necessary crown to the educational system, and it is impossible to consider the question of their abolition; whilst reduction in the average cost of students is exceedingly difficult by any other means than the natural increase in their number which each year will show in a more marked degree. The establishments of these Colleges are not extravagant, but, on the contrary, are in urgent need of being strengthened. The Lieutenant-Governor during the past year has had under consideration the question of increasing the strength of the professorial staff of the Lahore College, and although no permanent arrangements have yet been found possible, some increase in the number of Professors is clearly necessary. A proposal has during the last two years been under consideration, of strengthening the Lahore staff by the transfer there of the Professors of the Dehli College,—that institution being abolished, and only a school maintained at Dehli teaching up to the First Arts standard. It would have been from financial considerations alone, and the absolute impossibility of providing sufficient Professors for both Colleges, that would have induced the Lieutenant-Governor to consider this proposal favorably. The inhabitants of Dehli were, however, exceedingly averse to the change; and this being the case, and the City of Dehli being a large and important one with a high and ancient reputation as a seat of learning, the Lieutenant-Governor considers that the Director has done wisely in not pressing the transfer, but acceding to the wishes of the people that the College should remain in its entirety.

4. The Punjab University College has during the year progressed satisfactorily—its income now being such as to enable it to draw the maximum grant-in-aid, Rs. 21,000 per annum, allowed by the Government. During the past year the Lieutenant-Governor has been able to recommend to the Supreme Government the concession of the power of conferring degrees. The Government of India had promised to grant this concession when it could be satisfactorily shown that it was warranted by the excellence of the teaching, the number of the students, and the independence of the examinations. The amount of material to be taught was great; that to be examined was very small; and to grant the power of conferring degrees before there was any real need for it might lower the standard of education in the province, while the degrees would carry with them no guarantee of value. Great advance had, however, been made since the institution was founded, and the Lieutenant-Governor, after full examination of its working, was of opinion that in the number of students and in the quality of the teaching the conditions required by the Government of India were fulfilled, and desired a Committee appointed from among the members of the Senate, and composed of gentlemen with special knowledge of the several subjects forming the educational course in the several Faculties, to draw up a scheme of examinations of such a character as to afford in themselves sufficient guarantee that the examinations were not inferior in difficulty or in their searching nature to those of the Calcutta University. This scheme of examination in Arts, Law, Engineering and Medicine, with certain modifications, was accepted by the Lieutenant-Governor. The subjects of Latin and Greek in

the Arts Examinations were omitted—His Honor considering that they had been rather inserted to give an appearance of completeness to the scheme than from the hope of any practical advantage. The number of European students who would attend the Punjab University could at no time be numerous, and these would with more advantage devote their attention to the classical languages of India than to those of Europe, which would be of little use to them in their after-life, which, it might fairly be presumed, would be spent in India. For the great mass of students, the study of Latin and Greek was impracticable ; while the teaching of these subjects would weaken the strength and unduly occupy the time of Professors who might be far more usefully employed on other duties.

5. In the first two years of the University College, the want of the power of conferring degrees was not felt. Now, however, the want is a very serious one. The objects of the Calcutta University and of the Punjab University College are in some respects different, while their standards differ materially ; the result being that students pursue two distinct lines of study and are required to pass two different examinations. The position is an anomalous one ; and the Lieutenant-Governor fears that, unless the power of conferring degrees be granted to the University College, enabling it by its own examinations and rewards to be independent, its usefulness will be most seriously impaired. Proposals have been made by the Executive Committee of the Senate to grant certificates of proficiency which may take the place of degrees, but to this His Honor has been unable to accede. The Supreme Government has been asked to give the fuller power, and it is unadvisable to introduce a merely temporary and provisional system of certificates which, should the recommendation of the Punjab Government regarding degrees be granted, would have to be at once abandoned.

6. *Government Schools.*—The system of classification of Government Schools has been completely changed during the past year ; the distinctions between village schools and town schools being abolished, and vernacular schools being divided into three classes,—primary, middle and higher. The course of instruction is the same for all, the difference between the several schools being in the number of classes which they contain,—a primary school containing four classes, three, or sometimes two ; a middle school teaching six classes ; and higher schools teaching up to the standard of the Entrance Examination of the Punjab University College. The course of study in each class lasts a year, but the Lieutenant-Governor is of opinion that this rule is too rigid, and that promotion from one class to another should in exceptional cases depend upon the ability of the students, and not merely upon the time which they have passed in a particular class. The number of schools of the higher class are only five in number, and the cost to Government is high, being Rs. 178-14-10 per annum for each pupil. Eleven aided institutions may be considered to belong to this class, teaching up to the Entrance Standard whenever they have pupils sufficiently advanced. The principle of the new scheme of Vernacular Education is explained by the following quotation from the report of the Inspector of the Lahore Circle :—

" Formerly, there was one course of study, divided over eight classes, for all " Vernacular Schools, and it was often, indeed generally, found that in village " schools the education of the mass of the pupils was sacrificed to enable the " teacher to push on a few sharp or favored boys into the highest classes. The " Vernacular course of study did not, moreover, correspond with the Anglo- " Vernacular one, so that no just comparison could be made between the pro- " gress of the Vernacular Schools. To remedy these evils a new curriculum " for Vernacular Schools was prepared, corresponding, class by class, with the " course prescribed for Anglo-Vernacular Schools, a greater amount of general " knowledge being substituted in the former for the English in the latter. By " this curriculum the number of classes in Primary Schools is limited to four, the " number in the Middle Schools being six. The teachers of Primary Schools " will be stimulated to pass as many boys as possible by the Primary School " standard, and their efficiency will be tested by the success of their pupils at " that examination. Pupils of Primary Schools who, after passing the Primary " School Examination, desire to read to a higher standard, will be obliged to

"enter a Middle School. It is hoped that in this way two great advantages "will be gained: 1*st*, that a good elementary education will be given to a "much greater number of boys; and 2*ndly*, that the instruction given to the "higher classes will be more thorough.

"A new system of examination for Vernacular Schools has also been intro-"duced. The progress of the boys will be tested at three stages of their course. "After passing through the 1st and 2nd, or two lowest classes, all boys will "have to undergo the Lower School Examination, and must pass it before they "can be promoted to the next higher, or 3rd class. Similarly, after going "through the 3rd and 4th classes, the boys must pass the Primary School Ex-"amination before admission to the 5th class; and again after completing the "course for the 6th class, or the highest of the Middle School, the boys will be "tested by the Middle School Examination. Registers will be kept of the num-"ber of boys who pass each test every year, and it will thus be possible to ascertain "exactly the real progress made each year and in every part of the country."

7. *Primary Schools.*—The Lieutenant-Governor is somewhat doubtful of the policy which has diminished the number of Primary and Lower Class Schools. It was, no doubt, desirable to raise the status of the teacher by giving him more pay, and thus securing greater efficiency, and the fact that the number of students was increased although the number of schools has diminished is a strong point in favor of the change. But the Lieutenant-Governor is not unwilling to see effect tentatively given to the view of Dr. Leitner, Inspector of the Ráwalpindi Circle, that a better mode of obtaining increased efficiency in Primary Schools is by inducing (so far as this can fairly be done) the people themselves to contribute to their support, supplementing deficiencies in the Educational Cess by their private subscriptions, and placing as many primary and village schools as possible on the grant-in-aid principle, thereby utilizing whatever teaching element is indigenous or popular in the village. This consideration, His Honor believes, should never be lost sight of, and its importance is increasing with the growth of the demand for education; while the resources of the Government available for educational purposes have reached their utmost limit, at any rate under the existing financial system by which the means at the disposal of the Local Government for educational purposes consist of a fixed assignment from Imperial Revenue and a percentage upon the land revenue of the Province, which has shown little tendency to increase. The Aided Schools in the Punjab were 547, containing 26,804 pupils on the rolls at the close of the year, with expense to Government of Rs. 1,56,795. The more important of these are in the hands of Missionaries, who in Ludiánah, Jálandhar, Amritsar, Lahore, Ráwalpindi and Peshâwar have very effectively seconded the educational efforts of the Government.

8. *Text Books.*—Improvement in the existing educational text books is a subject to which the Lieutenant-Governor desires the Director will devote his most careful attention. At present, so far as the Lieutenant-Governor has been able to ascertain, many of the text books in use are of a very inferior description. Exceptions in the Vernacular and the English course may doubtless be mentioned, but a through revision of school books, English and Vernacular, is desirable. The Vernacular Geography is poor in the extreme. There is no good Vernacular History of India or the Punjab. The Arithmetic, which is perhaps better than many of the other text books, is a mere reproduction of an English work of unscientific method and small value at home, and unsuited for educational purposes in India. The whole series of English "Readers" is susceptible of the greatest improvement. No Grammar exists by which English can be easily and intelligently learned by a comparison of the differences in idiom and construction between English and the vernacular of the scholar. Selections from English literature are often of so obscure, dry, or repelling a character as to induce a distaste for all literature in the mind of the student. Neither the English language nor literature is taught upon any scientific or intelligent system, and the success of English education, as a consequence, has not hitherto been marked in the Punjab. Nor has the system which produces few scholars been more successful in producing gentlemen. The

Lieutenant-Governor desires that the department take especial care that the good manners natural to Oriental youth are not lost at school. This matter has hitherto been neglected. If the result of sending boys of good family to school is, as is now often the case, that they return pert, conceited and studiously rude and familiar, it is no wonder that parents desire to educate their children at home. English education is not a desirable thing if it only signifies sufficient acquaintance with the English language to write and speak ungrammatically, sufficient acquaintance with English literature to be shallow, and with English history to be insolent. English education is to be penetrated with the spirit of the great English authors; to imbibe some portion of their strength, and beauty, and nobility, and gentleness, and wisdom, to mould the life and character upon the models they have furnished. This is the standard of education to which the department must endeavour to rise.

9. The Lieutenant-Governor has instructed the Director of Public Instruction to associate with himself a Committee of European and Native gentlemen for the purpose of considering the whole question of the revision of existing text books, their improvement wherever possible, and their substitution by others when found to be worthless or unsuited for the teaching of native youths. On the subject of immoral and idolatrous teaching in some Government and University text books a gentleman connected with the Christian Vernacular Society at Madras has lately published a pamphlet which has been sent for the consideration of the Committee appointed to revise the text books for the Punjab. There is no doubt in the mind of the Lieutenant-Governor that all passages of a distinctly immoral tendency should be eliminated from the books taught in Government Schools. The fact that Martial, Petronius and Juvenal are read in English Colleges furnishes no argument for leaving in Government text books in Indian Schools passages which cannot be read by boys without results entirely opposed to the objects with which education is pressed upon the people by the Government. Unless education is to improve the taste and the morals of the people and to elevate their character, the sooner the Government abandons its direction the better.

10. *Study of Persian.*—Not only are the text books in need of revision, but the general scheme of studies for vernacular schools also appears to require reconsideration. More especially would the Lieutenant-Governor refer to the study of Persian, which is taught in every primary school in the Punjab, the pupils in which should naturally belong to the agricultural, classes. Persian is a language nowhere spoken in the Punjab, except perhaps in the city of Peshâwar itself. It is the vernacular of no class of the people. Its use is confined to men of rank or Munshís of Government offices; and by devoting so much attention in its schools to its study the Government has embarked on a policy of questionable wisdom. The beauty of the Persian language, its richness in ornament, and its copious literature will prevent its study ever being neglected by natives of position, but to the great mass of the people its acquisition is a pure waste of time. During his tour this cold weather, the Lieutenant-Governor has been much struck by the absence,—in some districts the almost entire absence,—of the sons of agriculturists from the village schools supported by the agricultural population from the percentage on Land Revenue but which are filled by the children of munshís and shop-keepers,—the men who under the present Government are rapidly increasing in wealth, and who hope to give their sons such an education as will enable them to rise above the position in life in which they were born. It is not, however, desired by Government that any such sentiments should be felt by the agriculturists. What they require is the simple education which is found in the 1st class only of the Primary Schools—Urdu reading and writing, and the simplest rules of Arithmetic. Nothing more than this is necessary. But this it is impossible to acquire in one year, which forms the term during which each boy remains ordinarily in the lowest class. He is then promoted to a higher class, in which the study of Persian, Geography and the higher rules of Arithmetic are required. The Lieutenant-Governor sees in the educational course of the schools in Punjab villages no provision made for teaching Hindí,

Gurmúkhi, or the reading of village account books,—all of which would be useful in some parts of the country to the classes for which these schools are primarily intended. Boys of every grade and class in life are forced into the same mould and have to pass through the same educational course,—the consequence being that all those to whom it is unsuited (and these form a majority of the people) often decline to attend the Government Schools.

11. *Study of English.*—Eight thousand nine hundred and fifty scholars almost exactly 10 per cent. of the school-going population of the Punjab, receive instruction in English. This is a large decrease in numbers compared with the years of 1865, 1866, 1867 and 1868, when the number of English students averaged about 12,000. The Lieutenant-Governor considers that the reduction in the number is due to a rational policy of abolishing altogether the study of English in those schools where it cannot be efficiently taught. Even now, English is taught by many masters who are quite incompetent for the work; and there is no advantage in throwing upon the country a class of men with a mere smattering of the English language, literature, or the sciences which are taught through the medium of English. The only result is to create a class of scholars of the most superficial acquirements, and yet filled with a sense of their own importance, and discontented unless they receive salaries which can only justly be asked by accomplished English scholars. There is no danger whatever that the study of English will be neglected in the Punjab. The anxiety to acquire it is each day becoming more marked; and while the Government has no desire to discourage its study, it should yet take care that it is not taught in any schools where the agency at command is insufficient to teach it properly. It is no doubt true that at the present day in India the highest education cannot be given except through the medium of English; but the great mass of the people do not require the highest education. The object of the Government is rather to impart elementary instruction to the masses than complete education to the few. The improvement of the Vernacular system of education; the increase in the number of Primary Schools; the development, or rather the creation of a Vernacular literature; and the translation into languages known by the people of approved works,—these are the aims which the Government should set before it as the most useful and important.

12. *Muhammadan Education.*—The question of Muhammadan education has during the past year attracted great attention throughout the whole of India. For the Punjab the subject is an important one, as more than half the population profess the Muhammadan faith. Full enquiry has been made and complete statistics obtained as to the percentage of Muhammadans under instruction in the Province, and the following tables give the result of the enquiry :—

Statement of Schools in the Punjab for 1870-71, *showing the percentage of Muhammadans under instruction.*

Place of Instruction.	Muhammadans.	Others.	Total.	Percentage of Muhammadans.	REMARKS.
I.—Studying English.					
Government Colleges	6	6	102	5·8	
Ditto Schools of Higher Class ...	34	129	163	20·8	
Aided Schools of Higher Class	639	1,677	2,318	27·5	
Government Schools of Middle Class ...	334	1,001	1,335	24·8	
Aided Schools of Middle Class	698	1,656	2,354	29·7	
II.—Vernacular and Oriental.					
Government Normal Schools	121	86	207	58·4	Female Schools and Indigenous Schools are not included.
Aided ditto ditto	102	47	149	68	
Oriental School, Lahore	12	18	30	40	
Town Schools	2,410	5,466	7,876	30·6	
Aided Schools of Middle Class	215	411	626	34·3	
Government Schools of Lower Class and Village Schools	16,445	26,801	43,246	38	
Aided Schools of Lower Class ...	2,910	7,074	9,984	29·1	
III—Medical School.					
English Department	10	35	45	22·2	
Vernacular ditto	51	42	93	54·8	
Total ...	23,987	44,539	68,526	35	

Statement of Schools in the Punjab for the year 1870-71, *showing the*

Division.	District.	Population.	Muhammadans.	Percentage of Muhammadans.	Percentage of Muhammadans in schools.	Lower Schools. Muhammadans.	Lower Schools. Others.
Delhi ...	Dehli ...	608,850	130,645	21·46	19·8	453	1,665
	Gurgáon ...	696,646	216,147	31·02	25·8	349	1,303
	Karnal ...	610,927	151,723	24·83	34·	80	767
Hissár ...	Hissár ...	484,681	102,928	21·24	17 7	132	683
	Rohtak ...	536,959	71,118	13·24	22·7	306	1,078
	Sirsá ...	210,795	82,120	38·96	23·3	158	609
Ambálah ...	Ambálah ...	1,035,488	286,874	27·70	32·1	1,176	2,536
	Ludiánah ...	583,245	206,603	35·42	31·	405	831
	Simla ...	33,995	5,525	16·25	16·1	21	215
Jálandhar ...	Jálandhar ...	794,764	358,427	45·09	32·6	954	1,651
	Hoshiárpúr ...	938,890	317,967	33·86	28·4	930	2,426
	Kangrá ...	743,882	48,613	6·53	10·3	185	1,610
Amritsar ...	Amritsar ...	1,083,514	502,348	46·36	25·1	1,063	2,945
	Siálkot ...	1,005,004	601,959	59·90	46 9	1,613	1,673
	Gurdáspúr ...	655,362	296,983	45·31	48· 1	1,849	1,914
Lahore ...	Lahore ...	789,666	470,216	59·54	38·7	1,065	1,543
	Firozpúr ...	549,253	245,659	44·72	31·2	493	981
	Gujranwálá ...	550,576	357,550	64·94	30·7	642	1,318
Rawálpindi ...	Ráwalpindi ...	711,256	621,169	87·33	47·3	1,183	1,156
	Jhelam ...	500,988	434,157	86·66	42·6	1,076	1,439
	Gujrát ...	616,347	537,606	87·24	46 3	1,096	1,186
	Sháhpúr ...	368,796	405,507	82·84	34·3	440	843
Multán ...	Multán ...	471,563	360,188	76·38	52·7	680	742
	Jhang ...	348,027	270,819	77·81	37·8	375	589
	Montgomery ...	359,437	277,291	77·15	19·	196	369
	Muzaffargarh ...	295,547	249,867	84·54	43·	265	243
Derájat ...	D. Ismail Khán ...	394,864	338,387	85·69	32·2	291	602
	D. Ghází Khán ...	308,840	264,527	85·65	52·5	725	608
	Bannú ...	287,547	260,550	90·6	46·5	255	313
Pesháwar ...	Pesháwar ...	523,152	481,447	92·03	69·	518	105
	Kohát ...	145,419	136,565	93·91	60·4	124	66
	Hazára ...	367,218	346,112	94·25	42·5	46	58
	Total ...	17,611,499	9,337,685	53·02	34·7	19,340	34,967

umber of Pupils under instruction according to districts.

Middle Vernacular Schools.		Higher Vernacular and Normal Schools.		Middle and Higher English Schools.		Colleges.		Total Pupils.			
Muhammadans.	Others.	Muhammadans.	Others.	Muhammadans.	Others.	Muhammadans.	Others.	Muhammadans.	Others.	Tota Pupils.	REMARKS.
79	249	24	22	96	605	1	50	653	2,651	3,304	
104	298	...	...	51	119	...	...	504	1,710	2,214	
155	363	...	...	7	27	...	...	542	1,057	1,599	
14	46	...	...	8	28	...	...	154	757	911	
93	266	...	...	11	37	...	...	410	1,881	1,791	
53	115	...	...	...	...	...	...	211	724	935	
317	484	...	...	81	335	...	...	1,574	3,355	4,929	
133	573	80	31	94	182	...	...	712	1,617	2,329	
...	...	...	...	34	73	...	...	33	288	343	
103	433	10	...	107	316	...	...	1,174	2,400	3,574	
225	415	...	...	11	60	...	...	1,166	2,901	4,067	
15	217	...	...	19	85	...	...	219	1,912	2,131	
68	353	12	16	100	382	...	...	1,243	3,696	4,939	
268	339	...	...	139	217	...	...	2,020	2,229	4,249	
202	264	...	...	18	73	...	...	2,069	2,251	4,320	
162	179	80	70	216	591	5	46	1,528	2,429	3,957	
77	197	...	...	40	159	...	...	610	1,337	1,947	
6	111	...	...	182	417	...	...	830	1,846	2,676	
81	191	29	12	32	154	...	...	1,325	1,513	2,838	
100	103	...	...	18	30	...	...	1,194	1,570	2,764	
87	129	...	...	26	35	...	...	1,159	1,350	2,509	
...	...	...	...	3	33	...	...	447	876	1,323	
48	15	...	...	112	183	...	...	840	940	1,780	
109	204	...	...	8	30	...	...	492	823	1,315	
16	151	...	...	...	...	...	...	122	520	642	
49	169	...	...	...	...	...	...	314	412	726	
...	...	...	...	54	125	...	...	345	727	1,072	
111	113	...	...	15	49	...	...	851	770	1,621	
...	...	...	...	52	38	...	...	307	351	658	
...	...	...	...	173	198	...	...	691	303	994	
...	...	...	...	9	17	...	...	133	83	216	
...	...	...	...	8	15	...	...	54	73	127	
2,625	5,977	235	151	1,723	4,603	6	96	23,948	44,852	68,800	

* Female Schools and Indigenous Schools are not included.

13. The opinions of native gentlemen, both Hindu and Muhammadan, have been recorded, and the Senate of the Punjab University College has been consulted by the Government, and has furnished many valuable opinions. The percentage of Muhammadans to the total number of pupils under instruction is 34·7. The Muhammadan members of the Senate, men of great experience and judgment, are of opinion that no change should be made in the course of study, especially that there should be restriction on the study of English, and that a system of special scholarships should assist their education. They are unanimous in declaring that there is no religious prejudice among the more enlightened classes against the education given in Government and Mission Schools, though they would prefer to have religious and moral instruction given according to their own system. The Lieutenant-Governor is strongly of opinion that no special facilities which do not already exist are required for the encouragement of Muhammadan education in this province. On this point the opinion of English Officers, both of the Educational Department and out of it, of Muhammadan and Hindu gentlemen, is almost unanimous, and this unanimity almost deprives the question of any difficulties which might be otherwise inherent in it. The establishment of grant-in-aid schools is a matter very much in the hands of the people themselves; but should the leading Muhammadans of the province exert themselves to found such institutions, in which, while the grant-in-aid requirements are fulfilled, religious teaching according to their own views is given, the Government has every willingness, so far as the funds at its disposal will allow, to encourage their establishment. The aid which is freely given by the Government to Christian Mission Schools in which religious instruction is imparted could equally be claimed by Muhammadan Schools in which the Muhammadan creed was taught, should the desire of the people be in that direction; but the statistics do not show that there is any disinclination on the part of the Muhammadan population generally to attend the Government Schools. That the proportion of Muhammadans under instruction is smaller than that of Hindus is due in a great measure to exceptional circumstances. It is apparent from the figures recorded that in the Punjab districts to the east of the River Jhelam the proportion of Muhammadan students is almost in exact proportion to that of the total Muhammadan population; while Muhammadan teachers are throughout the province far more numerous than Hindu teachers. The disproportion is chiefly found in the frontier districts, the population of which is mainly Muhammadan, where education is disregarded and almost despised. The people of these districts have never been accustomed to consider education an advantage in itself, and it will be many years before they supply their fair quotum to either Government or Aided Schools. It must also be remembered that the Hindus form the great mass of the trading classes, to which some degree of education is absolutely indispensable. Nor, as regards admission into the public service, do Muhammadans in this province rest under any disabilities. On the contrary, it will be found, from a careful examination of the statistics of the Government Offices, that Muhammadans fill a larger proportion of the highest and most responsible positions under Government than from their numbers would be expected. The Lieutenant-Governor would be anxious to supply any admitted want in Muhammadan education; but encouragement by the grant-in-aid system, which is the principal point urged by Muhammadan gentlemen anxious to develop education among their countrymen, is a matter it is always in their power to show, by the amount of their voluntary subscriptions, how deeply they have at heart; and any development of this system, either in favour of the Hindu or Muhammadan population, the Lieutenant-Governor will be prepared to support so far as financial considerations will allow.

14. *Female Schools.*—Female education in the Punjab, so far as it is conducted in schools open more or less to inspection, is represented by 125 Government and 310 Aided Schools, with an average attendance of 9,089 pupils, the great majority of whom are Hindus. The number shows a decrease upon former years, but there is reason to believe the character of the instruction given is steadily improving,—the Normal Schools sending trained teachers, the difficulty of obtaining whom was very great when the subject of female education was first taken up by the Government. The Lieutenant-Governor considers that to secure

really satisfactory results there must be frequent inspection and careful superintendence; and although the prejudice of the people against inspection by Government officials may unexpectedly prove to be less strong than has been supposed, or may be gradually wearing away, it will be wise to avoid insisting upon such inspection too hastily, and thus endangering the success of the experiment altogether. The majority of female schools are filled with mere children, five or six years of age; and to the inspection of such by Government officials of respectable position it can hardly be believed that any strong feeling exists. The Native members of the District Boards of Education and of the District Committees for the expenditure of local funds, to whom so much is now entrusted in the matter of primary education, should be encouraged to give their careful attention to the girls' schools of their respective districts, and to appoint visitors from among their own number. Any inspection is better than none at all, and that of a well-educated native gentleman who takes interest in the matter (and that such exist the example of Baba Khem Singh, Bedi, proves,) is probably as good as any that could be secured. That some intelligent superintendence is necessary is shown by the condition of Baba Khem Singh's schools in the Jhelam and Ráwalpindi Districts. This gentleman had long been resident in a distant part of the Punjab, and was himself unable to inspect the schools, the withdrawal of the grant-in-aid for which was recommended to the Government on the ground of their inefficiency. The Lieutenant-Governor was, however, quite averse to entertaining the proposal. The schools were no doubt bad when judged by the departmental standard, but their abolition would have been a blow to female education generally, which the warm advocacy of Baba Khem Singh had very much helped to encourage. Great improvements have now been made in these schools, which may be fairly expected to show better results in the future.

15. Looking at the reports from the several districts, the Lieutenant-Governor cannot yet find any sign that the education of girls has been accepted by the people as necessary or even desirable. Its success appears to depend almost entirely upon the degree of interest manifested in it by the district authorities, and the decrease in the number of scholars argues that this interest even is on the decline. His Honor would, however, desire it to be clearly understood that the Government watches the result of what is still an experiment in education with the strongest desire for its success. He does not under-estimate the difficulty of the undertaking, nor is he sanguine of overcoming the passive resistance of the people to the education of women other than in the most gradual manner. It might be urged that there was no advantage in pressing, upon theorotical grounds, a policy disapproved by the people; that their objections, from moral and social considerations, to female education were as weighty as any arguments that could be urged in its favor; and that the experience of Europe, where the education of women was ordinarily of the most superficial character, differed but little from that of Asia, which had held it wiser to give them no education at all.

16. But the Government has no desire to force female education on the country. It merely asserts that it is its duty, admitting education to be an advantage to all who receive it, to endeavour to include women among this number. It is not possible to refuse its benefits to half the population of the country, or to admit the inferiority of women which such a refusal would imply. The Lieutenant-Governor trusts that not only district officers, but Native Chiefs and gentlemen, and the Municipal Committees, to whom he looks to take the lead in intelligent and liberal reform, will not allow the decline of female schools in the Punjab. The experiment may well be worked with caution and respect for the prejudices, rational or irrational, of its opponents; but no opportunity should be lots of endeavouring to bring about a better state of things than now exists, even though the time may be distant when the education of Indian girls will be considered the rule and not the exception.

17. *Normal Schools.*—The Lieutenant-Governor considers that on these institutions all satisfactory educational progress must depend, and no endeavour to improve the character of their training should be wanting. The Lahore Normal School, which is the largest and most important in the Punjab, was visited

by him during the year, and he was pleased with the system in force and its results. The pupils seemed to have been taught in an intelligent way, and to be able to impart their knowledge to others in class teaching very successfully. This school has been cramped for room in it present quarters, but will find full accommodation in the new Government College, where the proposal of Mr. Rodgers for attaching to the institution a model room for the practical instruction of the students in the art and method of teaching should be carried out. The work done by the aided Normal Schools is of an excellent description, especially that of the Christian Vernacular Education Society at Amritsar, which has turned out a large number of trained teachers, who are spoken of favorably ; and this institution may be of important service, supplementing the work of the Government institutions in supplying District Officers and Local Committees with skilled teachers.

18. *Wards' and Sirdars' School.*—The Ambálah School for Government Wards is reported on favorably, and the Lieutenant-Governor thinks its usefulness might be increased by receiving Wards from other neighbouring districts of the Punjab—Jálandhar, Amritsar, Lahore and Karnál. The state of ignorance in which several minor Chiefs, now reaching their majority, have been left, owing to their education having been entrusted to native superintendents, is very deplorable, and some change in the present system by which the education of Government Wards may be secured is desirable. The Financial Commissioner will be requested to furnish a statement showing the names and ages of all minors under Government charge, with the arrangements made for their instruction, and whether the genuineness of this is tested by examination by responsible officers.

19. When attempts are made to enlarge the area occupied by these schools,—to found in Kángra, for example, a Boarding College for the sons of Hill Chiefs,—the difficulty is much increased. Knowing the great exclusiveness of the Rajput Hill families, the long-standing disputes on matters of dignity and precedence among them, and the unwillingness generally felt to allow young boys of good families to leave their own homes, the Lieutenant-Governor does not anticipate any success for the proposal, and he does not wish it urged upon the Chiefs. In the case of Government wards the duty of the Government is clear to insist upon their having a good education which can be secured at a special institution like that at Ambálah, but the Lieutenant-Governor doubts the advantage of increasing the number of these special schools, the atmosphere of which cannot be conducive to manliness or liberality of thought, and would much rather see the young Chiefs attend a Government School open to all classes, where the greater rivalry would be a stimulus to exertion ; and Boarding Schools where indispensable, should be built near the Government Colleges.

20. *Special or Technical Education.*—The Lieutenant-Governor is glad to hear that the Gardening School belonging to the Agri-Horticultural Society at Lahore is doing useful work. The Director quotes with approval a paragraph from the Bombay Report of Mr. Peile to the effect that Industrial Schools for the improvement of arts and manufactures should be supervised by the new practical department of observation and experiment (the Department of Agriculture, Revenue and Commerce) and not by the Educational Department, which should confine itself to preparing the ground by teaching the people to read, write, count, and in a measure to think.

The Director has quoted this because he considers it a conclusive answer to those who urge that some instruction which should be specially useful to the agriculturist youth in his future daily life should be introduced into our elementary schools. " What can be done with this object belongs," Mr. Cordery writes, " to his after-life, and rather falls within the province of the executive than the educational side of Government."

The Lieutenant-Governor would record his dissent from the principle here stated. The life of a student is not divided by a sharp line, the first portion, the preparation for the second, spent at school, being altogether apart from and independent of the after-life in the world. Success

in the latter will be, in a great measure, dependent upon the character of the training he has received at school, and the more practical it is, the more it prepares him for his after-work, the better and more suitable education undoubtedly it is. And considering the variety of occupations to which students are destined in the future, it seems only reasonable that their lines of training should be allowed to diverge whilst they are still in the state of pupilage. The Department of Education has too much forgotten this. A short time ago the Lieutenant-Governor visiting the Montgomery Jail found the prisoners, wild Jats and Kharrals of the Bár, learning Persian, a language as foreign and as useless to them as German. The Inspector who accompanied him did not think the study inappropriate. It was the regular course of the Department, and prisoners had to pass through it in the same way as all other scholars, whether the study was useful to them or not. There is no reason that the Educational Department should not be as practical as the Agricultural Department. His Honor does not desire agriculture or scientific farming to be taught in schools, but he would like some sort of speciality in their teaching, the course through which the peasant population were required to pass having reference to its future needs and occupation.

21. *Patwári Schools.*—In the school at the head-quarters of each Tahsíl a class might with advantage be formed for the instruction of the sons of Patwáris in the preparation of village maps, in mensuration, and where practicable, in the elements of surveying. Were such classes established, a rule might be passed that the claim of no son of a Patwári to succeed his father in office would be allowed unless he had attended them and obtained a certificate of competent knowledge of the special subjects he is required to be conversant with. The Lieutenant-Governor does not know whether such a system would be the best possible to secure the careful training of Patwáris,—a very important object,—but he believes it might well be tried, and that the Educational Department rather than the Revenue should undertake the work.

22. *Law Classes.*—In the same manner the Lieutenant-Governor is of opinion that the Department might well, in connection with the University College, establish law classes for the training of Pleaders in the Courts, who at present receive no special education. On this subject the views of His Honor were stated in the review of the Civil Justice Report, and there is no reason to repeat them here. It is worth consideration whether a simple and untechnical work might not be compiled for the use of the higher Schools and Colleges, describing generally the principles of English law as administered in Indian Courts. The Lieutenant-Governor has entrusted the translation of the Hon'ble FitzJames Stephen's Treatise on the Principles of Judicial Evidence to very competent hands, and believes that it will be found of great value to College students in explaining the principles of induction and deduction and their application.

23. *Schools of Art and Design.*—The general superintendence of Schools of Art and Design would not be beyond the province of the Educational Department. The Lieutenant-Governor regrets that hitherto nothing has been done in the Punjab to found such institutions, although the subject has been several times discussed from the year 1864, and nothing but the want of funds has prevented action being taken. The Lieutenant-Governor would, however, desire that the institution of a School of Arts be again brought forward, and any proposals of the Director of Public Instruction will receive full consideration. An exceedingly valuable note has lately been recorded on the subject by Mr. Baden Powell, which will be found of use in the consideration of the question. The Lieutenant-Governor thinks that the School should be as comprehensive as possible, and should embrace instruction in ornamental art and teaching the actual execution of work. There is little doubt that it would be eventually self-supporting; but this would be a matter of small importance if it could produce skilled artizans and raise the standard of artistic work throughout the province and help towards the utilization of natural products of the country which are now altogether neglected. No more theoretical teaching would be necessary than might enable the students to work intelligently and understand the simplest

artistic principles. The school should be emphatically an industrial one, and the practical results to be aimed at should be the improvement of existing manufactures, the introduction of better tools, and the utilization of the natural products of the Punjab.

24. The Lieutenant-Governor would, in conclusion, express his thanks to Mr. Cordery, Director of Public Instruction, to Mr. Alexander, Dr. Leitner, Mr. Pearson, and the other officials of the Department, for the zeal and industry they have shown in bringing about the results, which, on the whole, must be considered favorable, in the past year. Very much, however, remains to be done before the educational system of the Punjab can be termed really popular, and before it effects all the good which it may ultimately be expected to achieve. To this matter the Lieutenant-Governor doubts not the Director will devote his constant attention. A Report on " Popular Education" should bear on its face, and in its statement of the scheme of studies prescribed, proof that it is truly popular, easily available to the numerical majority of the population, and a suitable preparation for all careers and branches of actual life.

ORDERED, that the Report with the above Remarks, be printed and circulated as usual.

Also, that the Remarks be published in the *Supplement to the Punjab Gazette.*

By order of the Hon'ble the Lieutenant-Governor,

LEPEL GRIFFIN,

Offg. Secretary to Government, Punjab.

REPORT

ON

POPULAR EDUCATION

IN THE

PANJAB AND ITS DEPENDENCIES,

FOR THE YEAR 1871-72.

INTRODUCTORY STATISTICS.

The Budget grant, actual expenditure, and the saving.

THE assignment for education in the Panjab (independent of the local cess) during 1871-72 was Rs. 6,77,856, as against 6,51,089 in 1870-71: but this sum was further increased by a transfer from the Public Works Department of Rs. 13,212 and by Rs. 2,750 sanctioned for printing, making a total for the year of Rs. 6,93,818. The expenditure amounted to Rs. 6,16,854, making a saving of Rs. 76,964. The following table will exhibit the actual outlay and the excess, or saving, against each important item sanctioned in the Budget of the year.

	Grant	Exhibition.	Saving.	Excess.
Salary of Director	19,200	22,637	...	3,437
Official Postage	3,810	...	3,810	
Purchase of Books	39,250	36,432	2,818	
Patronage of Literature	6,100	3,603	2,497	
Travelling Allowance of Director	3,300	1,445	1,855	
Travelling Allowance of Inspectors... ...	13,685	7,943	5,742	
Colleges	47,088	59,690	...	12,602
Normal Schools	13,775	11,609	2,166	
Zillah Schools	1,39,174	1,20,831	18,343	
Grants-in-aid	2,07,047	1,58,257	48,790	
Construction of School houses	8,772	4,298	4,474	

Explanation of savings.

2. The excess shown in the salaries of the Director and the Principals and Professors is in consequence of their having been allowed to draw the arrears due to them from the dates on which they would have reached their respective grades, had the graded system been in force throughout their service, a privilege previously accorded to their fellows in the North-Western Provinces. In the 48,790 shewn as savings against grants-in-aid, is included 21,000 allowed to the Panjab University College, the expenditure of which is not in the hands of the Director. The remainder of this item is the aggregate of the petty monthly savings effected under the grant-in-aid rules. The 18,343 shewn as a saving in Zillah School Establishments is also in part only nominal, as some of the masters were deputed to work in the Colleges, and their salaries are shewn as an excess of Rs. 12,602 under that head.

Income and expenditure of the Educational cess fund.

3. The income from the educational cess amounted to Rs. 2,16,337, and was estimated and distributed amongst the districts according to the following table :—

	Estimated income			Actual income.			Expenditure.		
Delhi	7,711	...	.	7,758	7	...	6,419	1	4
Gurgaoon	11,198	3	9	11,206	...	..	9,164	3	8
Karnal	8,900	...	...	8,932	4	1	7,743	4	10
Hissar	4,309	...	..	4,397	12	..	3,708	..	1
Rohtak	5,756	4	...	5,718	14	4	4,982	10	4
Sirsah	1,870	...	...	1,896	...	..	1,612	15	6
Ambala	13,004	..	.	12,999	10	3	11,712	4	...
Ludianah	9,500	...	.	9,501	..	...	7,793	2	1
Simla	112	...	...	106	13	7	...	...	...
Jalandhar	13,150	13	11	13,211	2	...	11,516	3	6
Hoshyarpur	14,210	...	..	13,858	..	.	12,587	13	...
Kangra	7,034	8	...	7,044	8	..	6,216	6	6
Amritsar	9,836	...	...	10,727	13	6	8,934	4	2
Gurdaspur	13,209	...	...	13,211	7	8	11,115	8	...
Siyalkot	12,178	...	...	12,203	8	...	10,497	14	10
Lahore	6,652	...	..	7,663	4	...	6,157	10	8
Gujranwalla	6,000	...	..	5,689	10	2	5,233	3	9
Firozpur	5,988	...	...	6,086	...	...	4,738	1	1
Rawal Pindi	7,500	..	...	7,564	3	3	6,237	...	1
Jehlam	6,600	...	...	6,379	...	...	5,790	2	11
Gujrat	5,740	...	...	6,219	...	...	5,280	3	5
Shahpur	4,300	...	...	4,350	...	...	3,814	10	10
Multan	5,777	11	.	5,753	12	9	5,022	4	8
Jhang	2,933	5	8	3,089	1	2	2,588	3	3
Montgomery	3,293	..	..	3,304	5	3	2,903	2	7
Mozuffurgurh	5,300	...	.	5,706	11	5	4,104	3	10
Dera Ismail Khan	4,400	...	.	4,428	5	7	3,855	12	10
Dera Ghazi Khan	4,940	...	...	4,843	15	4	4,602	15	10
Bunnu	4,000	...	.	4,158	...	...	3,891	5	8
Peshawar	7,200	.	..	7,291	2	11	4,932	4	7
Hazara	...	...	.	42	2	..	...	...	...
Kohat	1,018	...	.	995	8	..	780	12	...
Expenditure on the 3 Normal Schools.	...	...	...	...	...	..	6,021	3	2
Moiety of pay of Asst. Inspector and Inspectress, Lahore Circle	...	...	..	...	...	...	3,000	...	...
Scholarships in Zillah Schools	...	...	...	...	...	...	3,041	15	9
Buildings	...	...	...	...	...	..	15,280	...	...
Subscription to Akhbar Am	...	...	...	...	...	...	175	...	...
TOTAL...	2,13,620	14	4	2,16,337	6	3	2,11,454	...	9

General abstract of statistics.

4. I give the general statistical abstract, comparing this year's results with those of the preceding year, in the usual form.

		No. of institutions.	No. of scholars on the rolls at close of the year.	Average No. of scholars on the rolls monthly.	Average daily attendance.	Aggregate expenditure from all sources.		
Government Institutions.								
Colleges	1870-71	2	102	83	74	57,901	12	1
	1871-72	2	112	105	90	69,418	15	5
Schools of Higher Class ...	1870-71	4	193	211	171	37,190	6	7
	1871-72	5	283	222	180	43,619	14	2
Schools of Middle Class ...	1870-71	97	9,211	8,956	7,476	138,174	7	9
	1871-72	103	10,026	9,385	7,856	131,967	13	1
Schools of Lower Class ...	1870-71	1,090	43,246	42,467	32,742	166,949	11	2
	1871-72	1,060	44,667	43,666	35,724	165,871	14	7
Female Schools ...	1870 71	138	3.174	3,275	2,811	14,266	12	...
	1871-72	125	2,984	3,030	2,573	13,475	10	2
Normal Schools	1870-71	3	207	196	166	29,262	8	6
	1871-72	3	217	218	187	29,608	...	3
Jail Schools	1870-71	26	4,127	4,383	3,814	5,073	2	8
	1871-72	27	4,424	4,406	3,887	5,932	11	3
Total ...	1870-71	1,360	60,260	59,571	47,254	4,48,819	12	9
	1871-72	1,325	62,713	61,032	50,497	4,59,894	14	11
Aided Institutions.								
Colleges	1870-71	...	...	...	...	...	...	...
	1871-72	...	...	...	...	...	...	...
Schools of Higher Class ...	1870-71	11	2,523	2,471	1,974	71,102	2	7
	1871-72	11	2,629	2,487	2,081	78,357	7	10
Schools of Middle Class ...	1870-71	39	3,142	3,422	2,722	1,11,858	2	3
	1871-72	50	4,991	4,919	4,066	1,11,787	2	5
Schools of Lower Class ...	1870-71	167	9,984	10,191	8,168	58,277	9	1
	1871-72	166	10,847	10,623	8,670	67,519	6	4
Female Schools	1870-71	327	8,645	8,894	7,049	66,592	4	6
	1871-72	314	8,095	8,343	6,646	65,972	12	2
Normal Schools	1870-71	7	198	193	162	28,014	14	7
	1871-72	6	242	218	183	27,398	3	7
Indigenous Schools ..	1870-71	...	...	...	...	1,010	...	...
	1871-72	...	...	...	...	987	6	4
General Establishments ...	1870-71	...	..	...	...	2,16,852	...	4
	1871-72	...	...	...	...	2,13,344	15	10
Buildings	1870-71	...	...	...	...	16,113	11	2
	1871-72	...	...	...	...	21,788	2	...
Total ...	1870-71	551	24,492	25,171	20,075	5,69,820	12	6
	1871-72	547	26,804	26,590	21,646	5,87,155	8	6
Grand Total...	1870-71	1,911	84,752	84,742	67,329	10,18,640	9	3
	1871-72	1,872	89,517	87,622	72,143	10,47,050	7	5

Expenditure from provincial services.			Expenditure from educational cess fund.			Expenditure from other sources.			Annual cost of educating each pupil. Total cost.			Annual cost of educating each pupil. Cost to Government.		
50,476	6	1	...	..	...	7,425	6	..	697	1	1	608	2	5
59,690	9	5	...	...	...	9,728	6		661	2	1	568	7	8
34,679	4	7	1,591	11	6	919	6	6	176	4	2	164	5	9
39,721	12	8	2,628	13	11	1,269	3	7	196	7	9	178	14	10
1,08,172	14	..	17,820	12	6	12,181	13	3	15	6	10	12	1	3
1,03,632	10	3	16,916	13	6	11,418	5	4	14	...	11	11	...	8
16,865	4	8	140,605	2	10	9,479	3	8	3	14	11	...	6	4
13,335	6	7	142,816	2	9	9,720	5	3	3	12	9	...	4	10
6,336	10	11	6,624	8	7	1,305	8	6	4	5	8	1	14	11
6,111	2	11	6,030	13	2	1,333	10	1	4	7	1	2	...	7
11,788	13	1	17,411	15	7	61	11	10	149	4	9	60	2	4
11,609	8	3	17,998	8	...	..	...	.	135	13	..	53	4	5
...	...	...	..	...	.	5,073	2	8	1	2	6	...	.	..
...	...	...	..	...	...	5,932	11	3	1	5	6	...	.	.
2,28,319	5	4	1,84.054	3	...	36,446	4	5	...	...	...	...	...	...
2,34,101	2	1	1,86,391	3	4	39,402	9	6	...	...	...	...	...	...
32,342	7	1	...	...	...	38,759	11	6	28	12	5	13	1	5
33,012	8	3	...	...	...	45,344	15	7	31	8	1	13	4	5
43,547	11	9	577	1	...	67,733	5	6	32	11	...	12	11	7
50,410	7	3	652	...	...	60,724	11	2	22	11	7	10	3	11
25,828	2	3	3,041	10	3	29,407	12	7	5	11	6	2	8	6*
27,635	11	2	3,521	10	9	36,362	.	5	6	5	8	2	9	7
29,778	15	...	...	.	...	36,813	5	6	7	7	9	3	5	7
29,153	9	5	...	.	..	36,819	2	9	7	14	6	3	7	10
17,285	14	9	...	...	...	10,728	15	10	145	2	6	89	9	...
16,582	13	8	...	...	...	10.815	5	11	125	10	10	76	1	1
1,010	...	...	..	...	...	...	...	...						
987	6	4	...	...	...	...	...	...						
2,11,207	13	8	5,211	8	5	432	10	...						
2,07,198	3	2	5,609	2	8	537	10	...						
3,641	7	6	10,676	...	...	1,796	3	8						
4,297	13	6	15,289	...	...	2,210	4	6						
3,64,642	8	...	19,506	3	11	1,85,672	...	7						
3,69,278	8	9	25,062	13	5	1,92,814	2	4						
5,92,961	13	4	2,03,560	6	11	2,22,118	5	...						
6,03,379	10	10	2,11,454	...	9	2,32,216	11	10						
Add 13,474	11	0	Endowment and Building grants.											
6,16,854	5	10	Total											

Remarks upon these figures will find their more appropriate place in the sections devoted to the several classes of schools to which they refer. But it may be fairly submitted that there is no column in this statement, with the single exception of those relating to female education, under which some reason for congratulation does not appear.

Distribution of expenditure under the three principal heads.

5. The distribution of expenditure on education under the three main heads prescribed by the Supreme Government is shewn below.

	From provincial services.	From local funds.
Direction and its subsidiary charges	1,05,147	175
Inspection Ditto ditto	1,02,051	5,972
Instruction Ditto ditto	4,09,656	4,37,524
Total ...	6,16,854	4,43,671*

Under the heads of Direction are included Rs. 60,623 on account of the Book Department, and Rs. 4,402 for the patronage of literature and other miscellaneous charges, so that the actual expenditure on direction amounted to to Rs. 40,296 only.

SECTION I.

CONTROLLING AGENCIES.

The Directorship.

6. Captain Holroyd, the Director of Instruction, departed on furlough two months before the close of the year under report, being relieved by me on the 27th January 1872. I am therefore reporting mainly the results of the action he has taken, and trust that the shortness of my own period of incumbency will be remembered as an excuse both of the shortcomings of my report, and of the delay that has been occasioned in its submission.

The Inspectorship of the Lahore Circle.
Jalandhar. Siyalkot.
Hoshyarpur. Lahore.
Kangra. Ferozpur.
Amritsar. Gujranwala.
Gurdaspur

7. In the Lahore Circle the work of superintendence is very heavy, as it not only contains the principal upper schools in the Province, but a total number of schools almost equal to that in all the other circles taken together. It speaks well for Mr. Alexander, who has been in charge during the year, and for Mr. and Mrs. Mackintosh, his assistants, that, (with the exception of two parganas in the Amritsar district) no institution in this large division has beeen left unexamined or uninspected. It is a matter of congratulation to the Department that the rule of compulsory retire-

* From educational cess Rs. 2,11,454. Other sources Rs. 2,32,217.

ment at the age of 55 years has been relaxed in favor of Mr. Mackintosh, who appears abundantly capable of still rendering good service.

District Inspectorships in Lahore Circle.

8. The substitution of a District Inspector for the Educational Moharrir has been effectively carried out in some districts of this circle. The following men have been appointed, Jaigopal Sing to Siyalkot at Rs. 140 per mensem, Moulvi Kurrumuddin to Amritsar at Rs. 150, Pandit Subharam to Gurdaspur at Rs. 120, Babu Partab Sing to Jalandhar at Rs. 140, and Pandit Jainarain to Firozpur at Rs. 100 per mensem. Of these the two last named have been but recently nominated. Jaigopal Sing of Siyalkot has done excellent work, Moulavi Kurumuddin is a good literary writer and a capable man altogether, Pandit Subharam has shewn great zeal and activity.

Local Committees in Lahore Circle.

9. The only Local Committees in this circle that in any way exert themselves are those at Gujranwala, Firozpur and Batala. The civil work in the majority of the districts belonging to it is excessive, and the district authorities can spare but little time to their encouragement. I reserve my remarks on the general subject till I have gone through the circles in detail.

Inspectorship of the Rawal Pindi Circle.

Rawal Pindi.	Bunnoo.
Jehlum.	Peshawur.
Gujrat.	Hazara.
D. I. Khan.	Kohat.

10. In the Rawal Pindi Circle Mr. Pearson remained as Inspector till February 27th, when he was relieved by Dr. Leitner, on whom therefore has devolved the duty of reporting the results of the year's management. But the interruption so caused in the work of inspection has not prevented its completion, and Dr. Leitner, who has himself shewn great devotion and enthusiasm in his new duties, speaks highly of the condition in which he found schools, visited by him, left by Mr. Pearson. A Deputy Inspector, Maulavi Sofiullah, was till recently an assistant in the work of inspection, but, on his retirement on the ground of ill health, the appointment has not been filled up. And I am inclined to concur with Mr. Pearson in considering that it is better policy to raise the status of the Moharrirs in each district, than to employ a single assistant to the Inspector in so wide a circle.

Exertions of Local Committees in Jhelum and Gujrat

11. Much has been done by the Civil Officers and the Tahsildars, and during recent months, by the Local Committees, for the furtherance of schools in the Jehlum, Gujrat, and Rawal Pindi districts ; and the account, given in para. 21 of Dr. Leitner's report, concerning the action of certain villages in these districts will be read with interest.

Inspectorship of Multan Circle.

Multan.	Jhang
Montgomery.	D. G. Khan
Muzaffargurh.	Shahpur.

12. Mr. Thompson the Inspector, and Maulavi Muhammed Ali the Deputy Inspector have visited every school in the Multan Circle once, and in some parts of the country, two or three times. The remainder of the staff consists of Moharrirs who have given satisfaction. The Tahsildars have not

done much; and though the Local Committees appear to have been fairly liberal of municipal funds, where direct application has been made to them, they have no idea, as yet, of their functions as promoters or patrons of schools.

Inspectorship of Ambala Circle.

Dehli.	Sirsa.
Karnal.	Ambala.
Gurgaoon.	Ludiana.
Hissar.	Simla.
Rohtak.	

13. The inspectional staff has consisted of the Inspector Mr. Cooke, an Assistant Inspector Mr. Carbery (lately relieved by Mr. Kirkpatrick); two District Inspectors, Mir Ghulam Hussain (Ludiana) and Baldeo Sahai (Gurgaoon); and six chief Moharrirs. The inspection during the year has been efficient, and brought to light a very lax state of discipline in the Hissar and Rohtak Districts. ~~Deputy~~ Inspectors are much needed in the Ambala and Dehli Districts. Only two Local Committees (those at Jagadhri and Rupar) have shewn themselves of any service; and this fact, occurring in a circle of districts so far advanced in many other tests of civilization, does not speak well for the interest shown in the subject by district authorities.

General remarks on present controlling agencies.

Chief Moharrirs.

Necessity of raising their position.

14. Doctor Leitner remarks on the comparatively low position held by the chief Moharrir in comparison with other native officials. And Mr. Cooke has noted that not only is he seldom consulted by the Deputy Commissioner, but orders are often passed allowing leave or transfers without his being informed of the fact. There can be little doubt that the inferiority of his present status in some places does injuriously affect his influence, both at the Sadar station and with Tahsildars; but I trust that, wherever the funds will admit of the charge, and the number of schools appears to justify it, his place will be soon be taken by ~~Deputy~~ Inspectors of the same rank and pay as those lately appointed in the Lahore Circle. Meanwhile it lies with District Officers counteract the evil.

General inefficiency of Local Committees in what way to be remedied.

15. Action on their part also is the only remedy possible to the present apathy of the Educational Committees in the Province. Doctor Leitner indeed considers that these bodies have been unfairly disparaged; and in corroboration of his opinion, appeals to his own experience during his tour through Jehlum and Gujrat. In Oudh their assistance is manifestly most effective and Branch Sub-Committees are nominated to every school in the Province. The erection of a new administrative agency for the disposal of the local cess seems to offer an admirable opportunity both for increasing the sphere of their action, and for animating them with some sense of this side of their duties. When the notables of a district understand that a voice has been given to them in the expenditure, some interest may be awakened amongst them in the success of the institutions to which it is directed. And Dr. Leitner is justified in his statement that what is required to give vitality to their meetings is the breath of enthusiasm in the cause on the part of their governor. What has been effected in Oudh is not impossible in the Punjab.

SECTIONS II & III.

UNIVERSITIES AND GOVT. COLLEGES.

Table of results in Calcutta Examinations.

16. The following table will show the progress of our Colleges from the date of their foundation, according to the examinations of the Calcutta University :—

YEARS.	*M. A. Examination.*			*B. A. Examination.*			*F. A. Examination.*			*Entrance Examination.*		
	No. of Candidates.	PASSED.		No. of Candidates.	PASSED.		No. of Candidates.	PASSED.		No. of Candidates.	PASSED.	
		From Govt. institutions.	From private institutions.		From Govt. institutions.	From private institutions.		From Govt. institutions.	From private institutions.		From Govt. institutions.	From private institutions.
1861-62	...	...	...	...	...	...	...	...	...	10	4	1
1862-63	...	...	...	...	...	...	...	...	...	12	7	1
1863-64	...	...	...	...	...	...	...	...	...	35	15	10
1864-55	...	...	...	...	...	...	...	...	...	43	15	16
1865-66	...	...	...	...	...	...	20	5	5	75	15	8
1866-67	...	...	...	...	...	...	17	4	...	81	18	4
1867-68	...	...	...	7	2	2	11	4	1	73	24	20
1868-69	...	...	...	1	1	...	11	4	...	78	19	19
1869-70	...	...	...	3	2	...	18	9	...	98	22	22
1870-71	...	...	...	4	1	...	20	15	...	74	23	28
1871-72	2	2	...	8	3	...	21	4	...	81	13	20

Detail of the year.

And the detail as regards each institution for the present year is thus shown.

M. A. EXAMINATION.

NAME OF INSTITUTION.	No. of candidates.	*Passed in*		
		1st Division.	2nd Div n.	3rd Division.
Government College Dehli	2	1	...	1

B. A. EXAMINATION.

NAME OF INSTITUTION.	No. of candidates.	*Passed in*			FAILED IN					
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History.	Mathematics & Natural Philosophy.	Mental & Moral Philosophy.	Objectionable subjects.
Lahore College ...	3	..	...	1	1	1	1	2	1	1
Dehli do. ...	5	...	2	...	2	3	...	2	...	2
TOTAL ...	8	...	2	1	3	4	1	4	1	3

FIRST ARTS EXAMINATION.

NAME OF INSTITUTION.	No. of Candidates.	PASSED IN			FAILED IN				
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History.	Mathematics.	Logic and Philosophy.
Govt. College, Lahore ...	10	..	..	1	4	4	2	3	4
Govt. do., Dehli ..	11	..	1	2	5	7	...	3	5
Total ...	21	...	1	3	9	11	2	6	9

ENTRANCE EXAMINATION.

NAME OF INSTITUTION.	No. of Candidates.	PASSED IN			FAILED IN			
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography.	Mathematics.
Govt. Schools.								
Dehli	14	2	4	1	1	...	3	6
Lahore	16	...	3	3	9	1	8	6
Amritsar	13	...	...	...	10	5	11	11
Total ...	43	2	7	4	20	6	22	23
Aided Schools.								
Bishop Cotton School, Simla ...	5	...	3	1	...	...	...	1
Lahore Mission School	9	...	...	...	5	5	6	7
Dehli do.	8	...	5	1	...	...	1	2
Ludiana do.	2	...	...	...	...	...	2	1
Ambala do.	2	...	...	1	1	...	...	...
Amritsar do.	5	...	1	4	...	..	...	...
Rawalpindi do.	4	2	1	1	...	...	...	...
Peshawar do.	1	...	...	...	...	1	...	...
Total ..	36	2	10	8	6	6	9	11
Unaided School.								
Rundhir Institution	2	...	...	...	2	...	2	2
GRAND TOTAL ...	81	4	17	12	28	12	33	36

Success in the M. A. Examination.

17. These figures show, on the one hand, a greater success than we have hitherto attained in the final examinations for the degrees of M. A. and B. A. Of the two candidates (both from Dehli) who presented themselves for the former degree, one Hukam Chund, went in for honors, and came out first of the whole Presidency in the first division. The other, Sri Ram, passed an examination, which, as I am informed from private sources, would have entitled him also to high honors, had his name been entered for them. When it is further noted, that these two men are the first candidates who have offered themselves for this degree from

the Province, and that no regular classes for the necessary course of instruction can consequently be kept up, the credit due to Mr. Sime, the Principal of Dehli, for this very remarkable success, is much enhanced by the consideration of the great amount of extra time and labor he must have bestowed upon these two men.

Success in the B. A. examination. Failure in the Lower Examinations; how accounted for. Students attracted to Lahore University College. The results there.

18. In the B. A. examinations, three out of eight candidates passed—a proportion, which is favorable, compared with that of most previous years. But in the First Arts and the Entrance Examinations the per-centage of failures is much increased. Out of 21 candidates for the F. A. only 4 passed (none being in the first division); and out of 81 for the Entrance Examination 33 passed (four only being in the first division). The cause of this falling off in the success of these classes of candidates at Calcutta is to be found in the fact that the Lahore University College holds examinations corresponding to these, but requiring a very different course of study. The Calcutta University has hitherto required a minute knowledge of certain prescribed text-books; the Panjab University College has aimed rather at testing the candidate's general command of the language he takes up, or his knowledge of the *subject* he professes to have studied. The private endowment of the latter institution enables it to offer rewards to success, which must inevitably attract the ablest students to its side. And the results of their examinations are thus given :—

	Candidates from Government Schools.	Candidates from Aided Schools.	Total of candidates.	Number passed.
Entrance	19	61	80	37
First Arts	28	...	28	24

So far, therefore, as the First Arts Examination is concerned, the Colleges may be said to have fully redeemed themselves from the imputation which the results at Calcutta, if taken by themselves, would seem to throw upon the teaching of the year.

Injurious effect of a double standard of examination.

19. But it must not be disguised that the simultaneous existence of two standards is injurious to steady progress towards either. The men reading for the B. A. degree, next year, have not been affected by the introduction of the new criterion of study insisted on by the Panjab University College, but after next year, unless that institution is permitted to give degrees itself, I do not see what fair consummation to their educational career, the students, who have been encouraged to enter for their new First Arts course, have to look for. Further, the present practical inconvenience both to teacher and to pupil can

hardly be exaggerated. It is obvious the staff is quite insufficient for the division of every class into two, according as the students may prefer the Calcutta or the Lahore course. Nor, indeed, do the students know their own minds on the subject. Apart from pecuniary considerations, Dehli would naturally gravitate towards Calcutta, whilst all institutions north of Ambala would be inclined to Lahore. But against any prospect of immediate profit in a scholarship or a fellowship, this feeling has no weight, and, as the Panjab degree acquired its own prestige, would probably cease to exist altogether. But it would still be the indispensable condition of any measure, whereby the conferring of these honors would be localized, that all examiners, in every instance, should be chosen from without the province.

Expenditure and attendance in the Colleges. Almost every student now receives a scholarship.

20. The following is the prescribed statement of attendance and expenditure of Colleges during 1871-72 :

	General Education.	
	Dehli.	Lahore.
Number of Institutions	1	1
Number on rolls at close of 1871-72	56	56
Average number on rolls monthly during 1871-72 ...	51	54
Average daily attendance for 1871-72	42	48
Total expenditure ... From Provincial Services ...	Rs. 27,393	Rs. 32,297
Total expenditure ... From Local Funds	Rs. 4,640	Rs. 5,088

And in scholarships the account stands as follows :—

	From Government p. m.	From Panjab U. College p. m.	From other sources p. m.	Total per annum.
Lahore College	236 0 0	382 0 0	43 0 0	7,932 0 0
Dehli College	188 0 0	260 0 0	... ...	5,376 0 0

These scholarships vary in value from Rs. 32 to 8, those for the higher sums being awarded by competition. But the liberality of the University College Senate has now enabled every student to receive a subsistence allowance; and the so-called fees are only a monthly deduction from this sum. The wisdom of this policy has been often impugned. Perhaps the best argument in its favour is that the existence of a certain number of such Colleges forms a quite indispensable link in the educational chain which we have stretched throughout India, and that, unless this species of compensation be allowed to the students, who would otherwise be earning money for themselves, the cost of these institutions would be out of all proportion to the numbers benefited by them. And if the past history of other countries were appealed to, it would

be found that the necessity of such support has been an universal fact, at similar periods in the advance of nations, when the demand for higher education has rather to be created than satisfied.

Cost of each student to Government.

21. The present cost to Government per head on average daily attendance has been 628 for the year, no income being derived from other sources. For Bombay in 1870-71, it seems to have been 264-14-5. For the Canning College, Oudh, (an aided institution) Rs. 320, out of a total of Rs. 672 ; in the N. W. Provinces Rs. 756.* Considerable as this cost may seem, the present staff would be quite unable to teach all the classes up to the required standards, were it not supplemented with masters drawn temporarily from the Zillah School Establishments.

Proposal to amalgamate the upper classes of the two colleges at Lahore Arguments against the measure.

22. To remedy this deficiency, Captain Holroyd conceived the idea of the removal of the B. A. classes (3rd and 4th year) from Dehli to Lahore. The two staffs, it was argued, might be so re-distributed as to yield one efficient College at Lahore, whilst maintaining a preparatory school at Dehli teaching up to the First Arts Standard. It was with much reluctance that I found myself unable to give my adhesion to this scheme, which had recommended itself to my mind strongly in the first instance, and on paper. But the claims of Dehli for consideration in the matter are too strong to be passed over, and the measure is one most repugnant to the feelings of its inhabitants. Their College has a great prestige both in the city and the neighbourhood; its career from its foundation has been more than equally successful with that of its rival ; were it degraded to the rank of a school, a great local stimulus to education would be lost, without any corresponding set off on the other side. For Lahore would be positively unattractive to students of a temperament and of a character, differing, in both its weak and its strong points, very widely from those prevalent in the Panjab proper. A thriving institution would be sacrificed ; a great and most discouraging amount of unpopularity would be incurred, and yet one certain result would be a falling away from higher education in the southern part of the province. The size of Dehli, its immense popularity amongst natives as a place of residence, its old reputation as a seat of learning, and the fact that it is still the home of the best Urdu literature in India, all mark it out as an educational centre for races contrasting in so marked a manner with those who are similarly grouped round Lahore.

Promise of additional Professorial needs to be fulfilled.

23. But the distinct promise of the Supreme Government was given that a second Professor should be provided for each College, as soon as sufficient progress had been made to justify such a measure. The present mode of supplying the void entails, as will presently be seen, some injustice to District Schools. And the results as compared with those of other Colleges, are now such that

* Exclusive of the Anglo-Sanscrit College. These figures are taken from the report of 1870-71, but it is not certain that they are all calculated on any uniform principle.

it may most fairly be submitted that the time has arrived for the fulfilment of the promise.

Position of youths who have left the College during the year.

24. Of the 22 students who have left the Colleges during the year, two have joined the Rurki College on scholarships of Rs. 50, one has joined the medical school at Lahore, 3 have obtained positions in different Government Departments, one in the railway service, and nine are reported as still out of employ, though some of these, and notably Hukam Chand M.A. and Atma Ram B.A. have been strongly recommended.

Mention of the College Staff.

25. The detailed reports of the two principals are appended to this report. Mr. Pearson relieved Dr. Leitner at Lahore on the 3rd February 1872, and speaks very highly of the condition in which he found the classes. Mr. Sime's success at Dehli has been already noted ; and both Mr. Lindsay and Mr. Dick have proved themselves to be most excellent mathematical teachers. Dr. Stülpnagel, Maulvi Muhammad Hussein and Pandit Bhagwan Das at Lahore ; and Lala Sri Ram, M. A., Maulvi Ziauddin Khan and Pandit Kashinath at Dehli ; have also rendered very valuable assistance.

SECTION IV.

GOVERNMENT SCHOOLS.

General statistics and distribution of schools.

26. The following table shows the statistics of all Government schools in the prescribed form :—

Description of Institution.	No. of Institution.	No. on rolls at close of 1871-72.	Average No. on rolls monthly during 1871-72.	Average daily attendance.	Total Expenditure. From Provincia services.	Total Expenditure. From local funds.
Govt. Schools, higher class ...	5	283	222	180	39,721 12 8	3,898 1 6
Do., middle class ...	103	10,026	9,385	7,856	1,03,632 10 3	28,335 2 10
Do., lower class ...	1,060	44,667	43,666	35,724	13,335 6 7	1,52,536 8 0
Govt. Female Schools ...	125	2,984	3,030	2,573	6,111 2 11	7,364 7 3
Govt. Normal Schools ...	3	217	218	187	11,609 8 8	17,998 8 0
Govt. Jail Schools ...	27	4,424	4,406	3,887	... .	5,932 11 3
Total ...	1,323	62,601	60,927	50,407	1,74,410 8 8	2,16,065 6 10

And the distribution of Government and aided schools amongst the different circles is thus shown :—

	1870-71. Schools.	1870-71. Scholars.	1871-72. Schools.	1871-72. Scholars.
Ambala Circle	486	20,49	478	20,857
Lahore Circle	896	40,602	879	42,167
Rawal Pindi Circle	331	15,286	324	16,987
Multan Circle	198	8,415	191	9,506
Total ...	1,911	84,752	1,872	89,517

It may be noted here that the Lahore Circle now contains almost as many schools as the three others put together, and four of the five upper schools also are within its limits. The work has become too heavy for the Inspector's establishment, and a proposal on the subject will be submitted during the present year.

Classification of schools into Higher, Middle, and Lower introduced during the year.

27. Reports have hitherto followed the old classification of our establishment into Zil', Town, and Village schools. But the distinction between town and village schools has been done away with during this year. Schools are now divided according as they belong to the Higher, Middle, or Primary class. Zil' schools of course include at any rate two, and sometimes three, of the classes in this division. But each department is complete in itself, and each works separately up to its own standard, along a distinct scheme of studies. It seems better therefore now to treat of the separate divisions of these Zil' schools under the heads to which they respectfully belong.

A. GOVERNMENT SCHOOLS OF THE HIGHER CLASS.

Schools of the Higher Class. Five in number.

28. Of these there are five in the province, against 4 in 1870-71, two being located at Lahore, one at Amritsar, one at Dehli, and one (recently opened) at Hushyarpur. They contain in all 263 boys reading up to the standard of the Calcutta Entrance Examination. The total cost per head is 196-7-9 per annum, and that to the State is 178-14-10. To these schools at Amritsar, Lahore, and at Dehli, boarding houses are attached, and boys who have passed with credit through the middle class school examinations, receive scholarships of from Rs. 6 to 8 a month to take them on to these institutions.

Improvement and increase of upper school at Lahore.

29. In the Lahore upper school the numbers have risen from 54 to 74, and in all its branches Mr. Staines will be found to have been a successful manager of this institution. It is now becoming more popular in Lahore itself, 18 boys of the city being in the upper school, against seven in the previous year. The boarding houses, two in number, contain 83 inmates. Nine boys of the head class passed the entrance examination of the Panjab University College, and these with four others went up for the same examination in Calcutta. Only six passed ; four out of the nine, who had succeeded at Lahore, failing there. These results, which are not very satisfactory, are to be attributed to the unfavourable division of purpose under which our masters and students are laboring in the present transition state of the Panjab University College.

Increase of Anglo-Oriental School at Lahore. Change in its curriculum.

30. The other upper, now known as the Anglo-Oriental school, at Lahore, was originally an attempt to meet what were believed to be the wishes of influential natives at Lahore, *viz.* to furnish a course of instruction which should enable a student to pass the entrance examination entirely in the vernacular. This curri-

culum proved to be so unpopular that its numbers fell in the early months of the year under report to 15 only. A scheme has now been drawn out by which a student who has passed from the middle class school in the vernacular, may prepare himself, by a course of four years instruction, for the University Entrance Examination in English. The result was that two months before the end of the year, the attendance rose to 46, and is now increasing. The change is described as being very popular; the drawback is that the English accent of the students must be worse than that of those who commence the language in the earlier steps of the Zil' Schools. On the other hand, it furnishes a most desirable continuation to the course laid down for purely vernacular middle schools.

Upper School at Amritsar. Its failure in the Lahore and Calcutta Examinations.

31. In the upper branch of the Amritsur Zil' School, there are 40 boys. It sent up 13 candidates for the Calcutta, and 2 for the Lahore, Entrance Examination. At the former all failed, and, at the latter, only one passed. Mr. Doran, the present Head Master had not been long enough in the place to be responsible for this result, but it reflects discredit upon his predecessor, Mr. Buchanan. The prospects for next year are reported to be better. The boarding house contains 18 residents and is well managed.

Upper School, in the Hushyarpur district opened during the year.

32. A fourth upper school, in this circle, has been formed out of the two neighbouring middle schools of Hushyarpur and Rahun. The 14 boys of whom it at present consists had distinguished themselves by obtaining the highest average of marks in the middle class school examinations of the year. The addition of the upper Department has been managed, for this year, without any increase on the former sanctioned establishment.

Upper School at Dehli, successful at Calcutta Examination.

33. At Dehli, the attendance in the upper school, has increased from 77 to 113. This is the only institution that has been at all successful at Calcutta this year; seven out of 14 passing, two in the First Division, four in the Second, and one in the Third: one out of the 14 was also prevented from going through the examination by illness. The school is held in the college building and is under the superintendence of the Principal, Mr. Sime. Mr. Beddy, Mr. Carne, and Moulvie Latif Hussen have worked assiduously and well.

Rarity of Government Upper Schools, compensated for to a certain extent by Aided Schools of the class.

34. There are no other Government schools of a higher class in the Province; and their rarity, and the reduction effected in their number in 1869-70, are a matter of much regret to Dr. Leitner, whose remarks will be found in para. 8 of his report. It should be remembered, however, that eleven aided institutions also exist which teach up to the same standard whenever they have pupils sufficiently advanced, and that some of these are eminently successful. And to maintain an upper school, either in rivalry to these where such pupils are few in number, or in a district which can only fur-

nished classes of four or five pupils each, causes an outlay disproportionate to the benefit done. Wherever, as in Hushyarpur lately, and still more lately in Gujrat, good prospect is shown that, in three years, three classes will exist containing at least 10 pupils each, and where a nucleus has been created by the formation of the lowest class to begin with ; then, and not till then, can the district be considered as entitled to a privilege, which, under any circumstances will entail a heavy expense on Government.

Employment of pupils leaving Upper Schools.

35. Seventeen boys have obtained employment on leaving schools of this class at an average salary of Rs. 19 each. Rs. 1,675 have been collected in fees as against 1,498 in the preceding year.

B. GOVERNMENT SCHOOLS OF THE MIDDLE CLASS.

Government Middle Schools. General Statistics. Account of the new curriculum laid down for them.

36. These in 1871-72 number 103, with an average daily attendance of 7,856, against 97, with an attendance of 7,476, in 1870-71. The total expenditure has fallen from Rs. 1,38,175, to Rs. 1,31,967, making an average cost per head on daily attendance of Rs. 16-12. They are of two classes, Anglo-Vernacular, and Vernacular. Of the former there are 23 in the province at the places shown in the following table:—

Circle.			Number on Rolls.	
			1870-71	1871-72
Lahore Circle.	1	Lahore	81	115
	2	Amritsar	169	243
	3	Hushyarpur	71	107
	4	Batala	56	56
	5	Nurpur	36	47
	6	Rahun	70	62
	7	Gujranwala	23	59
Ambala Circle.	8	Dehli	177	173
	9	Jagadhri	36	46
	10	Rohtak	48	48
	11	Rewari	77	96
	12	Bhiwani	36	38
	13	Karnal	34	41
	14	Rupar	33	45
	15	Simla	26	21
Rawal Pindi Circle.	16	Gujrat	61	102
	17	Jehlam	48	60
	18	Kohat	26	30
	19	Abbottabad	23	13
Multan Circle.	20	Multan	66	72
	21	D. G. Khan	64	71
	22	Bhera	36	41
	23	Jhang	38	58
		Total ...	1,335	1,644

In these twenty-three schools the course is framed as a part of the Zil' school curriculum, preparatory to an upper department, though only four of them at present possess one. English is commenced almost as soon as a pupil enters a school of this class, and he probably passes into it from a Branch school of the lower class attached to the same institution. In the remainder of middle class schools the course is purely vernacular, and it overlaps by two classes the full course laid down for Primary schools. The scheme contains six classes, the two lowest of which correspond with the two highest in a Primary school. The principles of this new scheme, which has been introduced, during the year under report, are thus described by the Inspector of the Lahore Circle :—

" Formerly there was one course of study, divided over 8 classes, for all " vernacular schools, and it was often, indeed generally, found that in village " schools the education of the mass of the pupils was sacrificed to enable the " teacher to push on a few sharp or favored boys into the highest classes. The " vernacular course of study did not moreover correspond with the Anglo-ver- " nacular one, so that no just comparison could be made between the progress " of the vernacular schools. To remedy these evils a new curriculum for ver- " nacular schools was prepared, corresponding, class by class, with the course " prescribed for Anglo-vernacular schools, a greater amount of general know- " ledge being substituted in the former for the English in the latter. By this " curriculum the number of classes in Primary schools is limited to four, the " number in the middle schools being six. The teachers of Primary schools " will be stimulated to pass as many boys as possible by the Primary school " standard, and their efficiency will be tested by the success of their pupils at " that examination. Pupils of Primary schools, who, after passing the Primary " school examination, desire to read to a higher standard, will be obliged to " enter a middle school. It is hoped that in this way two great advantages " will be gained ; 1st, that a good elementary education will be given to a " much greater number of boys ; and 2udly, that the instruction given to the " higher classes will be more thorough.

" A new system of examination for vernacular schools has also been in- " troduced. The progress of the boys will be tested at three stages of their " course. After passing through the 1st and 2nd, or two lowest, classes, all " boys will have to undergo the lower school examination, and must pass it " before they can be promoted to the next higher, or 3rd class. Similarly af- " ter going through the 3rd and 4th classes, the boys must pass the primary " school examination before admission to the 5th class, and again after comple- " ting the course for the 6th class, or the highest of the middle school, the " boys will be tested by the middle school examination. Registers will be " kept of the number of boys who pass each test every year, and it will " thus be possible to ascertain exactly the real progress made each year and " in every part of the country."

Nothing but good can be anticipated from this reform, which is popular in itself, and with which both masters and students have become rapidly familiar. The exact scheme of studies laid down for both these classes of middle schools will be found in the appendix.

Increase of Middle Schools. Present accommodation becomes inadequate.

37. Advance has been greatest at Lahore, Amritsar, Hushyarpur, and Goojrat. At Amritsar it has been very remarkable; and it has been found necessary to remove the lower school entirely from the main building, which has now to be reserved for the upper and middle departments. The want of accommodation has been severely felt at Dehli, and our buildings generally are proving inadequate to the numbers now attracted to them.

Special class at Lahore for Sirdar's sons.

38. At the request of several men of good means in Lahore, a special class has been attached to the school there, differing from the regular classes, so far as it teaches subjects of general knowledge through the medium of English instead of the vernacular. It is known as the Sirdar's class, and is now attended by 12 boys, who pay fees amounting to Rs. 64 a month. Their parents urged with some force that they could give their sons an excellent Persian education at home, and that therefore familiarity with the English language was their one want. But the movement is also illustrative of that craving for a knowledge of English, which natives of rank in Lahore too exclusively urge upon us as the sole object of education.

Percentage of pupils in each of the various classes.

39. The following table will shew the percentage of pupils in the various classes of our vernacular middle schools, taken together with the lower schools which are attached to and act as feeders to them :—

Percentage of Scholars of the close of	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.
1870-71	·4	1·4	5·1	6·7	10·7	16·1	18·4	40·6
18-71-72*	56·89	17·75	11·49	7·56	4·72	1·41	...	...

From Anglo-vernacular schools 109 passed out of 112 candidates for the middle school examination, and from vernacular schools, there were 29 candidates of whom 25 were successful.

Inadequacy of the present staff of teachers in vernacular Middle Schools. The people must contribute to the expense of the necessary increase.

40. But, satisfactory as these tests have been from many points of view, yet I concur with my predecessor in holding that no class of schools requires additional funds more than these upper vernacular schools. The staff of teachers is, in the great majority of cases, quite insufficient to teach the number of pupils; and its insufficiency acts as a bar

* It will be understood that in 1870-71 the order of the classes was the inverse of that which has now been introduced.

to increased attendance. In many places, with very slight encouragement from district officers, the towns people would be willing to pay half the salaries of extra teachers, if the other half were granted from the district cess; or with aid from the municipalities, a whole school might often be supported entirely on the grant-in-aid principle. The revenue cess taken by itself is quite inadequate to the expense of what is now required even by the people themselves. And it is only fair to ask them, if they need a more advanced education, to supplement the sum allowed by Government, with their own contributions. In villages that at all approach the size of towns this would seem to be doubly needed. For a very large proportion of pupils in such places, is furnished by the commercial class, on whom no local rate is levied. The imposition of such a rate would be, in my humble opinion only a measure of justice. But, if this be considered unwise, at any rate a certain proportion out of all municipal funds should be set apart exclusively, or reserved by legal enactment to Government, for the educational expenses of the town. Experience has shown us that we cannot trust either the larger or the petty municipalities to do justice in this matter; especially as they find that whether their share in the cost be contributed or not, the school remains as open to the trader as if it were maintained at his own expense.

C. PRIMARY AND LOWER CLASS SCHOOLS.

Lower Schools. General statistics Necessary reduction in their number; advisability of the grant-in-aid policy.

41. Of schools of the Lower class there are (including the Lower Department of Zil' Schools) 1,060 against 1,090 in 1870-71, but with an average daily attendance of 35,724 against 32,742. The total expenditure (from all sources) has been 1,65,871, making an average cost per head of Rs. 4-10. The detail in the different circles is thus shewn:—

	No. of Schools.		Number on Rolls.		Average Attendance.	
	1870-71.	1871-72.	1870-71	1871-72	1870-71	1871-72
Lahore Circle	488	478	20,227	20,414	14,570	16,548
Ambala Circle	306	296	9,686	9,454	8,018	7,578
Rawal Pindi Circle	184	173	8,923	9,809	6,817	7,811
Multan Circle	112	110	4,410	4,752	3,337	3,597

For some years back the number of schools has been suffered to decrease, but the number of boys being educated has increased notwithstanding this diminution. There are now 1,194 teachers to the 1,060 schools, the average number of boys in eaach school being 35. The main reason which has prompted the closing of many schools during the past three years, has been a desire to raise the status of the teacher; and, as no further funds were available, this could only be effected by reductions. He now draws, in most instances, Rs. 10 a month, in no instance less than Rs. 7. The policy has generally met with the fullest

approval of Inspectors, who speak in high terms of the great comparative improvement, resulting from it, in those schools which are maintained on a more efficient footing out of the savings effected. Dr. Leitner states that he has always been opposed to it; and urges that the better mode of obtaining the object aimed at, is to induce the people to supplement the deficiencies of the cess by their private contributions. He would place as many primary and village schools as possible upon the grant-in-aid principle (the grant in such a case being given from the agricultural cess) and thereby at the same time, utilize whatever teaching element is already indigenous or popular in a village. Our primary scheme of studies, or a portion of it, would be introduced side by side with the religious instruction, which is coveted by the people, and imparted to them by influential and popular teachers. This proposal will be referred to again in this report, when the subject of indigenous schools is touched on. But its adoption is undoubtedly desirable wherever the necessary contributions are given under two conditions: on the one hand, they should be in no way forced; and on the other, their permanence must be guaranteed. In Bengal Proper, a similar system is in general operation, and the main drawback is said to lie in the uncomfortable relations subsisting between the teachers and the (occasionally defaulting) subscribers.

Especial advisability of such a policy on the Frontier districts.

42. But some such change seems especially desirable on the Frontier. In the Kohat district there are only four Government schools, in Hazara only two, in Dera Ismail Khan 14, in Banu 16, and the only prospect of advance in that part of the country would seem to lie in the gradual secularization, and a widening of the scope, of the indigenous teaching.

Popularity of the lower schools in Lahore and other large towns.

43. The lower departments of the schools at Lahore, Amritsar, and Dehli fall under this head. They are in a very satisfactory condition, and exceedingly popular. The numbers have risen (including the Branch schools) from 109 to 390 at Lahore, and from 605 to 1,070 at Amritsar; at Delhi the withdrawal of certain subscriptions necessitated the closing of one school, and the numbers have consequently fallen from 610 to 527. It will be remembered that Branch schools are partly supported out of the municipal funds, and receive a grant-in-aid, though I have noticed them here in connection with the schools they feed.

Conduct of lower school examinations.

44. Examinations of primary schools are commonly conducted by the Inspectors at convenient centres to which the students of the neighbouring villages are summoned. This system is impugned by Dr. Leitner and has its drawbacks, but when the numbers of schools in some circles, and the distances between schools in others, are taken into account, I see no possibility of a *separate* annual examination for every school. But it is true that such examinations by no means would fulfil the purpose or supply the place of inspection, unless they were supplemented by constant exertion and visitations on the part of the

new district inspectors, and by minute superintendence of particular portions of their charge on the part of the European officers.

Relative merit of different districts as regards primary education.

45. The following are the districts that deserve favorable comment in the matter of primary education,

Gurgaon.	Gurdaspur
Ludiana.	Siyalkot.
Gujrat.	Hushyarpur.
Jehlam.	Jalandhar.
D. G. Khan.	Gujranwala.

And the following must be noticed unfavorably—

Dehli (apart from the city.)	Muzuffargarh.
Ambala.	Kohat.
Hissar.	Bunnu.
Sirsa.	Hazara.
Montgomery.	D. I. Khan.

Gurdaspur, Hushyarpur, and Siyalkot being probably the three best, Hazara, Kohat, and Montgomery the worst.

Insignificance of the fees collected.

46. The total sum collected in fees was 4,776-12 or about As. 1-9 per head of the number on the rolls. It is a matter of regret to me that no returns are kept up from which the respective social positions of our various students can be deduced. But my own experience would support the assertion that at best three-fifths of the boys attending even our primary schools are the children of non-rate payers ; and, as the scale of instruction rises, this proportion increases at a geometrical ratio. The smallness of the sum contributed in the way of fees will show at what a nominal cost to themselves, men, who are not revenue payers, are being benefited by the institutions supported by the land.

Cultivation of athletic sports.

47. It may be noted, finally, that the cultivation of some athletic habits amongst the boys attending the larger schools has not been neglected. In the Lahore circle, it has been carrried to a point of real success. The boarding houses have small gymnasia attached to them, in which the horizontal and parallel bars are constantly used. And the Amritsar, Hushyarpur, and Gurdaspur schools have especially distinguished themselves at cricket,—the boys at Amritsar holding their own position against an European eleven from a battery of artillery. The boys have begun to pursue this game with a genuine zest, which cannot but have a beneficial effect on their characters.

Anglo-Arabic School at Dehli.

48. The Anglo-Arabic School, at Dehli, is in the exceptional position of a privately endowed school, managed by Government, but not requiring any grant-in-aid. The legacy left by Nawab Fazl Ali Khan for the furtherance of education in the city of Dehli yields an income of Rs. 607 a month, which had, up to the

present year, been expended by the Department in various ways on the general education of the town. Attention however was drawn to the fact that it was really left rather as a bequest to the Mahomadan portion of the population, and that his liberality would be better signalized, if the fund were concentrated upon some one object. The foundation of the present institution has been the result, the Arabic part of the course being introduced especially with the view of attracting Mahomadans. It is well attended by 243 boys, all of that religion, 63 being in the middle, and 180 in the Lower Department. Rs. 407 are expended per mensem on tuition, and 150 on scholarships. The school has not been long enough in existence to have very advanced classes, but it is fortunate in having secured the services of Mr. Paul as Head Master, and of Moulwi Amar Ali as Head Teacher of the Lower School.

D. GOVERNMENT FEMALE SCHOOLS.

Female Schools. General statistics.

49. These in 1871-72 number 125 with an average daily attendance of 2,573 pupils, against 138 in 1870-71, with an attendance of 2,811. The total cost per head has been Rs. 4-7 against Rs. 4-5-8 in the preceding year. There are 126 teachers to the 125 schools, each teacher therefore has, on an average 20 pupils. These figures however, as will be seen hereafter in the section on Aided Schools, by no means represent the whole amount of female education in the Province.

Improvement of these schools where subject to sufficient inspection. Their failure elsewhere.

50. In the Lahore Circle, where they are regularly visited and examined by Mrs. Mackintosh, the wife of the Assistant Inspector, the condition of these schools is undoubtedly improving. At Jalandhar (where there are 49 such schools, (all Mahomadan), Mrs. Mitter also renders very valuable assistance. Similar aid, with similar good result, has lately been rendered at Gujranwala. But without some really trustworthy inspecting agency of this description, experience proves to us that nothing is ever really done in these schools. Constant superintendence is what is required not only over the pupils but also over the undisciplined minds of their teachers, and the annual visit of an Inspector goes but a very little way towards this. In the Ambala Circle 51 are maintained, and only the smallest per-centage of the pupils is able to read or write. The various Female Normal Schools in the Province are however now beginning to send forth trained teachers ; and their exertions may be fairly expected to lead to very different results.

E. GOVERNMENT JAIL SCHOOLS.

Jail Schools. Possibility of their improvement.

51. Schools exist in 27 Jails of the province ; 4,424 men were on the rolls as learning ; but none are at all advanced. One hour a day is permitted to this employment ; and the progress made cannot but be very slight. Dr. Bateson at Ambala deserves especial mention for the attention he devotes to the subject ; and his Jail is now the best managed in this respect. The School in the

Central Jail at Lahore has much fallen off; and I apprehend that Dr. Henderson's plan of appointing overseers and warders according to the intelligence shown by prisoners in the school must have been dropped. The experiment had great merits; and it interested the prisoners strongly in the school; unless, therefore, it proved in any way prejudicial to discipline, I shall regret to see it abandoned. Men might also be rewarded for diligence in school by being allowed to give more than their one hour a day to this comparatively easy form of labour. Without such encouragements many of our Jail schools give rise merely to a waste of time; but let these encouragements be added, and they would certainly supply a real civilizing agency to our system of prison discipline. The most stupid of gaol-birds would recognize some advantages in intelligence and patient study when he saw the position of his neighbour mitigated by them in comparison with his own.

Relative merits of Schools in the several goals. Their cost.

52. The schools are best in Ambala, Hissar, Jehlam, Jalandhar, D. G. Khan, and Amritsar; they are worst at Peshawar, (where no regular time is allotted to instruction at all) Firozepur and Montgomery. Their total cost amounted to Rs. 5,932, making an average for each school of Rs. 220 and for each prisoner attending of Rs. 1-5-6. This cost is met entirely out of the prison labor fund, and greater liberality in the matter of books, slates, and other necessaries might fairly be shown.

SECTION V.

Aided Institutions.

Aided Schools. General Statistics.

53. The following is the prescribed statement—

Description of institutions.	No. of institutions.	No. on rolls at close of 1871-72.	Average No. on the rolls monthly during 1871-72.	Average daily attendance.	Grants given by Government.			Expenditure from all sources other than grants given by Government.		
Schools of the higher class ...	11	2,629	2,487	2,081	33,012	8	3	45,344	15	7
Ditto, middle class ...	50	4,991	4,919	4,066	50,410	7	3	61,376	11	2
Ditto, lower class ...	166	10,847	10,623	8,670	27,635	11	2	39,883	11	2
Female Schools	314	8,095	8,343	6,646	29,153	9	5	36,819	2	9
Aided Normal Schools ...	6	242	218	183	16,582	13	8	10,815	5	11
Total ..	547	26,804	16,590	21,646	1,56,795	1	9	1,94,239	14	7

The only point to be noticed in this is that the number of middle schools so supported has risen from 39, in the preceeding year, to 50. The monthly expenditure on grants has increased by 1,139-13-4 from 13,951-4 to 15,091-1-4; and the details of this increase are as follows.

Names of School.		Amount.			Total.		
New grants.							
Anglo-Vernacular School at Gurdaspur ...	...	300	0	0			
Roman Catholic Girls' School, Murree ...	...	250	0	0			
Middle Schools Jhang District ...	...	105	0	0			
Middle Schools Ludiana do. ...	...	80	0	0			
Anglo-Vernacular School Jhajjar ...	...	50	0	0			
Branches to Lahore Zillah School ...	...	61	0	0			
Middle Schools Jalandhar District ...	...	40	0	0			
Anglo-Vernacular School Kangra ...	...	20	0	0			
Middle Schools Firozpur District ...	.	35	0	0			
Zillah School Jehlam, Lower Department...	...	25	0	0			
European School, Gujranwala ...	...	40	0	0			
Turnbull fund for scholarships to Jat boys	...	19	9	4	1,025	9	4
Old grants increased.							
Siyalkot Cantonment Mission School ...	30 to 50	20	0	0			
Wazirabad Mission School ...	60 to 80	20	0	0			
Peshawar Cantonment Mission School ...	30 to 60	30	0	0			
Nil-ka-katra School, Dehli ...	60 to 96	36	0	0			
Anglo Sanscrit School, Dehli	102-12 to 133-8	30	12	0			
Branch Schools, Karnal ...	40 to 60	20	0	0			
Ditto Bhiwani ...	31 to 40	9	0	0			
Ditto Rohtak ...	35 to 40	5	0	0			
Ditto Gujrat ...	20 to 46	26	0	0			
Ditto Jagadhri ...	35 to 78	43	0	0			
Ditto Rupar ...	25 to 29	4	0	0			
Ditto Rahun ...	43 to 49	6	0	0			
Ditto Hushyarpur ...	66 to 86	20	0	0			
Ditto Nurpur ...	65 to 69	4	0	0			
Ditto Amritsar ...	287 to 316	29	0	0			
Ditto Batala ...	51 to 55	4	0	0			
Ditto Firozpur ...	144 to 171	27	0	0			
Ditto Gujranwala ...	42 to 50	8	0	0			
Peshawur Mission Female School ...	30 to 60	30	0	0			
Anglo-Vernacular School, Kussowli ...	20 to 25	5	0	0			
Lower School, Lahore ...	30 to 37	7	0	0	383	12	0
Total increase ...		...	...	.	1,409	5	4
Grants reduced.							
Female Normal School, Jalandhar ...	150 to 100	50	0	0			
Vernacular Schools, Dehli ...	185 to 127 8	67	8	0			
Hushyarpur Mission Girls' School ...	20 to 16	4	0	0	121	8	0
Grants abolished.							
Ludiana Female Mission School ...	...	51	0	0			
Ishri Parshad's School, Dehli ...	..	57	0	0			
Kangra Female Normal School	...	30	0	0			
Wazirabad Female Mission School ...	..	10	0	0	148	0	0
Total decrease...		...	...	...	269	8	0
Net increase ..		...	...	...	1,139	13	4

Number of pupils in Aided Schools.

54. The total number of boys under instruction has increased from 15,649 to 18,467, and the average daily attendance from 12,864 to 14,817. In the Girls' Schools the number has fallen from 8,645 to 8,095, and the attendance from 7,049 to 6,646.

AIDED COLLEGES.

Relation of the Panjab University College to the Educational Department.

55. The Panjab University College at Lahore receives a grant-in-aid of Rs. 21,000 per annum, its endowments and the annual subscriptions given towards it making up the equivalent. Its expenditure is in no way under the control of the Educational Department, being administered by a Senate, consisting of European and Native gentlemen together, eighteen of whom must meet to constitute a quorum. But the effect of its working upon our Educational system increases year by year, and some review of its operations is now absolutely necessary in this report.

Special objects of the Institution.

56. The special objects of the Institution are in the language of the statutes;

(1) To promote the diffusion of European science as far as possible, through the medium of the vernacular languages of the Panjab, and the improvement and extension of vernacular literature generally.

(2) To afford encouragement to the enlightened study of eastern classical languages and literature.

(3) To associate the learned and influential classes of the Province with the officers of the Government in the promotion and supervision of popular education.

Details of its expenditure during the year.

57. An enumeration of the principal heads of the budget of the year will help to give a summary view of the manner in which these aims have been actively prosecuted. The measures to which the several allotments have been made can then be remarked upon separately. A sum of Rs. 8,400 is allowed for scholarships in Government Colleges, to Lahore Rs. 440 per mensem, to Delhi Rs. 260 per mensem. The scholarships vary from Rs. 8 to Rs. 20, and are given to students who have passed the Entrance and First Arts examinations at Lahore. The result is that the numbers attending the Government Colleges have largely increased. The University College also maintains its own distinctly oriental school, the members of which now number 68. Nearly all of these students also receive stipends, those who have passed the middle examination 10 Rs. per mensem each, those who have passed the lower examination Rs. 7 per mensem, and some others Rs. 5 per mensem. The stipends in the oriental school amount to Rs. 400 per mensem from the general funds of the University, and about 100 Rs. more from special donations, in all 500 Rs. per mensem. Besides these stipends, prizes to the value of Rs. 1,250 were offered to the successful candidates in the oriental examinations, and most of them fell into the hands of the same students. Under the head of national scholarships and fellowships are,---the Pattiala translatorship at Rs. 66 per mensem, the McLeod Kashmir Sanscrit fellowship at 100 Rs. per mensem, the McLeod Panjab fellowship at Rs. 100 per mensem, the

McLeod Kapurthala fund at Rs. 1,000 per annum, as a prize for a work in natural science. None of the above endowments have yet been appropriated, as candidates possessing the high qualifications required are not forthcoming. There remains the Jalandhar Medical fellowship, value 100 Rs. per mensem which is held by Dr. Rahim Khan, Khan Bahadur, of the Lahore Medical School. Besides the above endowments there is a budget allotment of 1,000 Rs. for reward to authors and compilers, and of Rs. 1,730, for printing approved books. There is also a printing fund of Rs. 2,000 for advances to be recovered by the sale of books. Among recent publications of the University are the medical treatises of Dr. Rahim Khan, the *Saninul Islam* and the Arabic Grammar of Dr. Leitner, the Sanscrit Grammar of Baboo Nobin Chunder Rai, two weekly journals, Arabic and Sanscrit, for the use of students, and some oriental text books for the use of the University College. Activity in this Department has been however checked by the absence of any demand, excepting for the few copies required by the students of the institution. The establishment for the oriental school is estimated at Rs. 7,200, or 600 per mensem, but a saving of Rs. 150 per mensem has occurred from the resignation of Dr. Trumpp, the superintendent, whose place has not yet been supplied. For the Registrar's and Trustees' office and for contingencies the allowance is Rs. 7,170 ; Remuneration to Examiners Rs. 2,800 ; Law lectures and Law scholarships Rs. 2,900 ; Unforeseen expenditure Rs. 5,000.

The examination held and conducted by it.

58. Examinations were held during the year in October 1871, and again in April 1872, but henceforward they will always take place in April. They were held for the award of certificates of matriculation, and of First Arts, corresponding (with some modifications) to the degrees given in Calcutta of the same name ; for the diploma of Moulvi, Pandit, and Munshi ; and in medicine. The last is confined to students of the Lahore Medical school, but the other examinations are open to all. In October and April the numbers who passed were as follows.

	October 1871.	April 1872.
Entrance	40	40
First Arts	25	8
Arabic Middle Standard...	...	7
Do. Lower Standard...	1	21
Sanscrit Middle Standard	...	11
Do. Lower Standard	7	18
Persian Middle Standard	4	2
Do. Lower Standard	5	20
Medicine	17	10

In October 21 men passed the Entrance examination without taking up

English, and in April twelve. No candidates have yet attempted to pass the First Arts Standard in the vernacular, and indeed it would be hardly possible to do so with such books as we have at present.

Scheme for University degrees submitted to Government.

59. The Senate has sought to extend its functions by appointing Faculties of Law, Medicine, and Engineering. The Lahore Medical School has already been affiliated, and it is hoped that eventually examinations may be held in Law and Engineering which will be recognised by the Chief Court and by the Department of Public Works. In November a special committee, consisting of members of the senate and a few others, was appointed by the Lieutenant Governor for the purpose of drawing up a scheme for degrees, in Arts, Law, Medicine, and Engineering. The scheme of the Committee, after being accepted by a vote of the senate, has been laid before His Honor the Lieutenant Governor.

General effect of these measures.

(1) The grant of scholarships.

(2). The maintenance of the oriental school. Its present condition:

60. These are the principal measures which have been either commenced or continued during the year. The general effect of the more important amongst them remains to be briefly noticed. The gradual creation and training of an educated class is absolutely necessary for the attainment of any of the objects aimed at by the founders of the College, and the grant of scholarships to the students of the Lahore and Dehli Colleges is the most efficacious means that could be adopted for hastening the advent of such a class. The oriental school is maintained at a considerable cost and the attention of the executive committee has lately been particularly directed both to its improvement and to its present tendency. The results of the oriental examinations could not be deemed thoroughly satisfactory. The examiner for the middle Sanscrit standard remarked that some of the men displayed a considerable knowledge of their books, but were deficient as regards intelligent appreciation of what they had read. The remark, I am afraid holds good generally, and will continue to do so, until the traditional method of teaching is improved.

61. The departure of Dr. Trumpp, just at the moment when his services were about to be secured to this school, has been a serious blow to its efficiency. It has consequently been without a head during the year; for the duties of the Principal of the Lahore Government College, when coupled with those of the Registrar, can leave but little leisure to that officer for any real superintendence. With the exception of mathematics, no branch of general knowledge is pursued in its course. The school seems to me to cohere by the stipends allowed to those who attend it, rather than to be animated by any common aim or by any future prospects in life. For myself, I believe that the object of its existence would be far better secured by the devotion of the money to the foundation and endowments of special oriental departments in the Government Colleges of Dehli and Lahore. But, if it is to continue in its present form,

the immediate appointment of some Headmaster capable of giving a practical tendency to its studies is a point that cannot be too strongly urged on the Senate.

(3) The Entrance and First Arts Examinations at Lahore.

62. The examinations in languages differed from those of the Calcutta University in the far greater stress laid upon the general power of translation from and into the vernacular. On this principle the examination in English was not conducted in selected text books. The plan of the Panjab University is to allow a choice of subjects, but to require a higher standard than the Calcutta University. The reports of the examiners as to the character of the work sent up differ, but the proportion of those who passed is large, and on the whole they appear to have done moderately well.

(4) The scheme for University Degrees.

63. The injurious effect which the existence of two distinct standards must exercise upon the studies of the upper classes in our schools has been already noted. But the Lahore institution, supported and founded as it is by the constant munificence of the natural leaders of native society in the Panjab, possesses a local influence, the sacrifice of which cannot be too earnestly deprecated. The adoption of the scheme for degrees, lately submitted to Government, would raise the distinctions conferred in Lahore to the level of those given in Calcutta, and would at once cure the present evil by rendering them the sole object of ambition amongst our students. The condition of such examinations should be that they be invariably conducted by examiners selected from other provinces ; we have no desire to constitute ourselves our own examiners. But the honor of a degree will be better appreciated and far more frequently sought and worked for, when it is localized and brought into more direct association with those whom the people know as the representatives of Government and of native opinion, than whilst it remains a distant and comparatively unintelligible prize. In the North-West Provinces this object has to a certain extent been secured by obtaining annual deputations to their capital from the Calcutta Syndicate. And, should the Government of India still withhold its assent to raising the Lahore institution to the rank of a distinct university, some similar concession in our favour would seem to be the best possible solution of our present unsatisfactory dilemma.

(5) Law Lectureship and affiliation of Scientific schools.

64. The law lectures have done good work, and are highly popular ; as giving the instruction necessary for obtaining Pleadership. The affiliation of the Medical and Engineering schools has had the excellent effect of strongly interesting the whole Senate and the many native chiefs, who assisted to found the University College, in the progress and success of those institutions. The Senate have also rendered valuable assistance to Government in the discussion of such questions as the payment of Aided schools by results or as the increase of Mahomedan education.

Registrarship.

65. Dr. Leitner held the post of Registrar till the month of February 1872, when, on his temporary departure from Lahore, it was made over to Mr. Pearson. Most of the measures on which I have touched, are due to the energy which the former has devoted to the fulfilment of the aims and policy of the institution.

AIDED SCHOOLS OF THE HIGHER CLASS.

For Europeans and Eurasians.

Bishop Cotton School at Simla.

66. The Bishop Cotton School has done well during the year. It now contains 110 boys, of whom 15 are day boys. The yearly schooling fee is Rs. 120 and Rs. 80, according to age. The subjects of instruction are English, Latin, Mathematics, History, and Geography. Urdu and Hindee are also taught up to the standard of the lower examination. The candidates from this school have been very successful in the competitive examination for admission to the Rurki College; three boys went up and passed, taking the 2nd, 4th and 5th places in a long list. One of them stood first in Mathematics. In the Calcutta University Entrance examination 4 passed out of 5 candidates. The school is supposed to open in February; but it is complained that parents often detain their children at home till the middle of March, and this irregularity makes their progress unequal. The examination by the Inspector is therefore deferred till September to enable him to judge on some months of continuous work. But the excellence of the Rev. Mr. Slater's teaching is vouched for by the successes enumerated above. For boarders the total charge is Rs. 360 per annum.

The Lawrence Military Asylum School, Sanawur.

67. The full annual report on the Lawrence Military Asylum at Sanawar will be found in the Appendix, and also that on the Roman Catholic Orphanage at Simla.

Punjab Girls' School.

68. In the Panjab Girls' School at Simla, the numbers have risen from 38 to 49. The staff of teachers, though weakened during the course of the year by the loss of Miss Birch, is reported to be efficient.

The High School at Lahore.

69. In the High School at Lahore it is hoped that some students may be ready for the Calcutta Entrance examination by January 1873. It lost its Head Master Mr. Thompson early in the year, and remained for several months under charge of the Rev. J. R. Baldwin, the chaplain of Lahore, until the arrival of Dr Hawthorne. Dr. Hawthorne in his turn was relieved by the Rev. E. Gulliver, and took up the post of 2nd Master. It is attended by 30 boys; those in the upper school, learning Latin, Euclid, and Algebra, in addition to the plain English education given in the lower school. The last two years have not witnessed any great advance in this institution, but there is every hope that with its present efficient staff of teachers, and the interest taken in it by the gentlemen, who give their services as a board of management, it will soon take up a very creditable position.

Girls' Schools in Anarkali

70. There are now three girls' schools in Anarkuli, in one of which an education of a higher class is offered than has hitherto been within the reach of the Europeans in Lahore. But as this school has only received its grant in May 1872, it does not fall within the scope of this report. In the Anarkali Girls' school, which is attended by 28 pupils, the teaching has been sound and careful, and good progress has been made. In the school known as the American Presbyterian Mission Girls' School, the attendance has fallen from 33 to 28, and the results of the year have been very unsatisfactory.

Lawrence Asylum at Murree

71. The Murree Lawrence Asylum is governed by a committee of which the Commissioner of the Rawal Pindi Division is ex-officio President. The Principal Mr. Smithwhite, and Mrs. Smithwhite, are thoroughly devoted to their work. There has been no school master during the year, and the want has only been supplied by the exertions of the Principal and his clerk, Serjeant Soper. The classes have been as follows :—

Boys' Department.		Girls' Department.	
I. Class	Vacant.	I. Class	7
II. Class	12	II. Class	16
III. Class	7	III. Class	9
IV. Class	22	IV. Class	11
V. Class	11	Infant Class	27
VI. Class	10		
Total...	62	Total...	70

The maintenance of discipline in this institution is doubly difficult owing to the immediate proximity of the girls' and boys' departments to each other and the absence of any line of partition. It has also to struggle against great deficiencies in acommodation. The want of any separate hospital may at any moment lead to serious danger. But the present Principal is well qualified to keep the institution in good working order.

School at Murree and Rawal Pindi.

72. The Murree cum Pindi school is maintained for the children of residents in Murree during the hot season, and is transferred in the cold weather to Rawal Pindi. Mrs. Harris gives her very valuable services as manager of this institution ; and when Mr. Pearson examined it, it contained,

I. Class (3 Girls 1 Boy)	4
II. Class (7 Girls 2 Boys)	9
III. Class (4 Girls 5 Boys)	9
Infant Class	21
Total...	43

But in the cold weather, at Rawal Pindi, its numbers commonly diminish by one half. The children are exceedingly well taught, and trained into neat and tasteful habits which they will not easily lose.

AIDED SCHOOLS OF THE HIGHER CLASS FOR NATIVES.

Aided Schools of the higher class for natives. General Statistics.

73. The higher education, or the upper schools, of the country are under the management of the American Presbyterian Mission in the districts of Ambala, Ludiana, Jalandhar, and Rawal Pindi. The same society also maintains schools, side by side with those of Government, in Lahore and Gujranwala. The Church Mission Society has schools at Amritsar and Peshawur ; and the society for the propagation of the gospel a school at Dehli, known as St. Stehen's College. The number of students on the rolls is 2,519, and the cost per head to Government is Rs. 13-4-5 out of a total cost of Rs. 31-8-1. The income from fees has risen from Rs. 3,794-12-6 to 4,813-4. It is to be regretted that the figures are not so kept as to show the cost of the boys in the several departments of these schools. The Church of Scotland Mission at Siyalkot ought now to be entered in the same category, as it has an upper school of 13 boys, of whom 6 are reading for the entrance examination. But in the returns it is shown still as middle class only. The results of the Calcutta examination as regards these institutions have been shown in the table given in para 16 of this report. Rawal Pindi succeeded best, passing 4 candidates, 2 in the first division. Lahore sent up candidates but all failed, Dehli 8, of whom 6 passed ; Amritsar 5, and all passed, 4 however in the 3rd division. On the whole out of 36 candidates, 20 passed, a percentage which is considerably above the average in India. In Bombay, for instance, in 1870-71, out of 877 candidates, only 142 matriculated.

Cost in Aided, as compared with Government schools.

73. Dr. Leitner in the 57th and 58th paras. of his report points out that the average cost per head in schools of this description is much higher than that in Government schools. And he seems to imply that the encouragement given to them is somewhat excessive. The average cost is undoubtedly higher ; English is taught from the top to the bottom of the school, and the manager is often an English or an American clergyman. But the cost to the State is manifestly lower. Dr. Leitner's figures do not tally with those in our returns (but accepting them as accurate) the Rawal Pindi school in the year cost 7,713-3, making an average for each pupil of Rs. 21-3-11, but the grant from the State was only Rs. 3,816-1-9 or Rs. 9-10 per head, which is of course much less than even the middle school at Gujrat or Jhelum could be maintained on. The gain to Government from the co-operation of these societies is indeed so manifest, that this demonstration would be unnecessary, except in reply to an argument assailing the comparative cost of their schools. The High School at Ludiana also falls under this head, being supported by the municipality and private subscriptions, though under the management of the department and the Deputy Commissioner. It now contains 131 boys with an upper school of 10.

AIDED SCHOOLS OF THE MIDDLE CLASS.

74. In addition to the middle department of the schools above enumer-

Aided Schools of the Middle class. The majority in no respect differ from Government schools, except that half their expense is contributed by the people. Injustice of placing these schools in a position at all worse than that occupied by Government Schools.

ated, 48 other schools receive grants, which only teach at present up to the middle class standard. 32 out of these are really Government schools, in which Government has been relieved of half the expense by the contributions of the people or their municipal boards; the remainder are managed by the various missions that have founded them. Those at Dehli, Firozpur, and Gurdaspur belong to the former class; and Anglo-vernacular education is in this manner furnished to these districts at half the expense to the State which is incurred in other districts, though there is no distinction between these schools and Government schools either as regards the course of instruction given or the superintendence of the staff by the department. But great inconvenience is felt, and even injustice is done, by the financial ruling which debars men teaching in this class of schools from counting their service in them towards pension. I submit that in my humble opinion the working of this order is proved by experience to be against the interests of Government, and unfair to the people. Its effect, on the one hand, is that it enlists the natural feelings of self-interest in all our educational subordinates against a Government school being converted into a grant-in-aid school; yet this change is one which we set before us as the main aim of our whole policy. And, on the other hand, when the inhabitants of any place have so far been awakened to the advantages of schools as to make liberal subscriptions for their maintenance, we are compelled to reward them by withdrawing from their teachers the pensions which constitute the most coveted part of their remuneration; or we are compelled to send teachers of an inferior class to take the place of the better men to whose previous success the whole movement may probably have been owing, because it would be unjust to them that such success should involve a forfeiture which worse men may be more willing to put up with. The distinction between such institutions and those ordinarily supported by grants-in-aid is a broad one; for the Government scheme is, in the former, accepted in its integrity, without any admixture of special religious teaching, and the staff is nominated by, and remains under the orders of, the department. Their case therefore stands on a different footing from that of the teacher in a Mission school: and the ruling to which I have ventured to take exception, seems to me indefensible, unless it is also held that a town is to suffer, instead of being encouraged, for the liberality of its inhabitants.

Results of the Middle school examination in aided schools.

75. The following table shows the names of the aided schools that took part in the middle school examination and their respective success or failure.

Name of School.	No. of candidates.	Number passed	Failed in English.	Failed altogether
Anglo-Vernacular Schools.				
Gohana in Rohtak District	2	2	2	
Nil-ka-Katra in the city of Dehli	7	7	1	
Chilon-ka-Kucha do.	5	5	...	
Anglo-Sanscrit School do.	4	3	...	1
St. Stephen's College Dehli	4	4	...	
Mission School in the city of Ambala	3	3	..	
Kaithal in Karnal District	1	1	...	
Panipat in do.	1	1	1	
Ludiana Mission School	8	5	...	3
Lahore Mission School	10	7	...	3
Amritsar do.	12	8	5	4
Middle School Firozpur	7	4	...	3
Jalandhar city Mission School	12	11	...	1
Jalandhar Cantonments do.	2	1	...	1
Siyalkot Mission School	7	7	1	
Wazirabad Mission do.	5	4	...	1
Rawal Pindi Mission School	10	7	..	3
Dera Ismael Khan do.	4	4	1	
Banu do.	1	1	...	
Daska in Siyalkot District	3	3	...	
Peshawar Mission School	6	5	2	1
Pind Dadan Khan in Jhelam District	1	1	1	
Total...	115	94	14	21
Vernacular Schools.				
Ludiana School	30	27	27	3
Jagraon in Ludiana District	2	2	2	
Palwal in Gurgaon District	2	2	2	
Firozepur in do.	3	3	3	
Total ...	37	34	34	3

Success of the larger schools of this class in various towns.

76. The Lahore mission school is now attended by 384 boys, and the fees have risen from Rs. 1,200 last year to Rs. 1,650. At Amritsar the numbers have risen from 155 to 166, and the fees from Rs. 313 to Rs. 331. At Jalandhar the numbers have risen from 225 to 267, and the fees from Rs. 544 to Rs. 731 (with prospect, as I am assured, of further increase). The organization of these three schools is excellent. At Gujranwala there is a slight decrease in attendance from 430 to 367; but the fees has risen from 79 to 143 The 65 boys in the middle school at Siyalkot are reported as being excellently taught. The Anglo vernacular school at Gurdaspur contains 103 boys in the middle department, and few schools in the province are more popular or efficient. A well conducted boarding house is attached to it, and athletic sports are cultivated there with much success. The similar school at Firozpur has 70 boys in the middle school out of a total of 455. These two towns deserve special mention for the public spirit of their inhabitants.

Results at Dehli.

77. At Dehli, the attendance in the school maintained by the Society for the Propagation of the Gospel, and known as St. Stephen's College, has increased from 154 to 181, but the fees have diminished by Rs. 94-14-9 being now only Rs. 380. The withdrawal of Lala Ishri Parshad's subscription of Rs. 35 per mensem ren-

dered necessary the closing of the Charkhawala school, which had been founded and supported by him for five years. The same gentleman had also previously contributed Rs. 25 a month to the Nil-ka-katra school, but on his withdrawal, the municipality made up the loss, and the school has 108 pupils on its roll. All the candidates at these schools who presented themselves for the middle class examination passed it. The Anglo-Sanscrit school, the maintenance of which is due to the liberality of Lala Rami Mal, Lala Mahesh Dos and Lala Amraosing, has 67 pupils on its rolls, and the course followed is the Government scheme modified so as to substitute Sanscrit for Persian and Urdu teaching. It is a school of much promise, though slightly deficient in strict discipline.

Results in the Rawal Pindi Circle.

78. The school at Rawal Pindi has already been noticed for the excellence of its upper department, but the teaching deteriorates slightly as it moves down the school. It is remarkable that many mission schools fail especially in their teaching of Arithmetic. In Peshawur 58 boys belong to the middle department out of a total of 182, and five out of six candidates passed ; but the lower school there is not so satisfactorily reported on.

AIDED SCHOOLS OF THE LOWER CLASS.

Aided schools of the lower class Comparison of their cost with that of Government schools.

79. These consist almost entirely of the lower departments and of the branch schools attached to the institutions just noticed in the preceding sections. 10,623 pupils are on the rolls, being educated at a cost to the State of Rs. 2-9-7 per head, out of a total cost of Rs. 6-5-8. The total cost of similar pupils in purely Government schools in Rs. 3-2-9, but, on the Government system, English is not taught to them. On the other hand, the absence of English allows time for much better instruction in Arithmetic and the vernacular ; and, as a rule, there is more falling off in the lower parts of a school as contrasted with the upper, in Aided, than in Government, institutions.

Possibility of a great extension of primary schools by placing them on the grant-in-aid principle.

80. But I take this opportunity of repeating my conviction that, with some exertion on the part of civil officers and local district committees, a large number of our primary schools might easily be placed on the grant-in-aid footing, without any unfair or unpopular exactions. The present gratuitous occupation of our agricultural schools by the bunya class has been already alluded to, and affords a just basis on which Local Committees might take action in this direction. On the Frontier, again, the desire of the people for the fusion of some secular instruction into their religious schools affords a similar opportunity for grants-in-aid upon the conditions sanctioned by the imperial rules. It is my hope that a gradual adoption of this policy will meet the approval of Government throughout the Province..

Indigenous Schools. Their relation to the Punjab University College.

81. If so, the better class of indigenous schools may possibly assume a more prominent position in the education of the country than can be at present assigned

to them. Dr. Leitner has the following suggestive para. regarding the relation into which such schools may be brought towards the Panjab University College.

"The Panjab University College will, I am sure, exercise a most bene-
"ficial influence on the thousands of indigenous schools in the Province, if it
"carries out the original principles, on which it was founded, and faithfully
"fulfils the promises on the strength of which subscriptions are given. Al-
"though, owing to some mistake, the announcement of its last oriental exami-
"nations was only made a few weeks previous to its being held, 23 Moulvis,
"teachers of schools, came to Rawal Pindi from various parts of the circle, and
"some from considerable distances. Fourteen returned when they saw the
"circular of that institution, stating that by the next year they hoped to be
"able to reach the standard of oriental attainments laid down in it. The desire
"to obtain diplomas will also stimulate the study of western science which
"is already becoming popular."

Indefinite character of these schools But they may be roughly divided into four classes

86. But, at present, no trustworthy figures with respect either to the number or to the attendance of these schools have been obtained. Exact information is impossible when the character of the thing itself is indefinite and shifting. A few children sitting together in a shop and learning the multiplication table, or half a dozen middle-aged men meeting occasionally in a musjid to read the Koran, are, in some districts, alike held to constitute an indigenous school. There is no attempt at discipline or at any enforcement of regularity. And the teachers are paid by allowances of grain in kind, supplemented by presents often of some value and given on such occasions as the marriage of one of their scholars. But the schools may be roughly divided into four classes, with two of which it is quite possible that we may establish some connection.

The Patshala class schools of Arithmetic.

83. The first class is the most numerous, being known as the Patshala schools and being kept by Pandas. The instruction given consists solely in an elaborate system of mental Arithmetic, commencing with the multiplication table as high as 20 times 20, and going as far as a rapid calculation of profit and loss. No reading or writing is taught beyond the Hindi system of notation and a phonetic mode of spelling names. But these schools supply the poorer bunya with all the information absolutely necessary for his trade, and will continue to flourish in towns, side by side with better education and quite unaffected by it. They are generally left at the age of thirteen.

The Arabic Class; Schools of Mahomedan religion would not object to the incorporation of secular instruction.

84. The Arabic schools are next, both in number and attendance, the ages of the students attending them varying from 6 to 60. Their object is mainly religious; and much of the instruction imparted consists in the repetition of the Koran and other devotional forms by rote. But the elder students frequently advance to the study of Arabic logic and grammar.

85. The Sanscrit schools are not so numerous, but where they exist, are more favorably reported on than any other schools of this description, Mr. Alexander, Dr. Leitner, and Mr. Cooke, all concur in specifying some of them as doing good work.* Both these and the Arabic schools may certainly be encouraged by the Lahore University College in the manner suggested by Dr. Leitner, and be converted into most useful and popular institutions, if they can be brought to accept the conditions attached to Government grants-in-aid.

Sanscrit Class; of a character very similar to the Arabic.

86. The fourth and last class consists of Persian schools, and a very interesting account of the unscientific and laborious system pursued in these will be found in the 142nd para. of Mr. Alexander's report. It is gratifying to learn that this is being frequently abandoned in favor of a scheme of study closely approximating to that laid down in our own Vernacular Schools. But I see no object in offering much encouragement to institutions which, whilst they in no way make up for other deficiencies by any special appeal to the sympathies of the people, are not so good intrinsically as our own. The adoption of the Government courses is, in their case, the best point to which we can guide them.

Persian Class; these schools only teach badly what is better taught in Govt Schools.

87. In the Lahore District, some Bengalis have started private schools for their children, in which English is fairly taught to a number of pupils, counted in the returns as 345.

English taught in a few indigenous schools maintained by Bengali Govt servants

AIDED FEMALE SCHOOLS.

88. These number 310 with a total of 7,959 girls on the rolls (of whom 5,279 are Hindus) and an average attendance of 6,516. The total cost per head is Rs. 7-14-6 of which Government contributes Rs. 3-7-10. The numbers have slightly fallen off, and the charge has slightly increased since 1870-71. The cost of similar purely Government institutions is much less, being only Rs. 4-7-1 per head, but this is due to the more constant and more expensive character of the superintendence exercised in Aided schools. This is the only sort of Aided Schools in which the numbers and attendance exceed those in the corresponding State-schools, but many schools, entered as Aided in the returns, really fall under the category which I have described above in para. 74, continuing, in point of fact, to be Government schools, helped by a grant-in-aid from the population, and managed by the Department in conjunction with the Civil Officers of the District.

Attendance in Aided Female Schools exceeds that in corresponding Government Schools. But many, so-called Aided, are in point of fact Government Schools.

89. Closeness and constancy in superintendence are absolutely necessary conditions for any success in these schools. There is no desire for education, on its own account, as yet in the native female mind; nor is it sufficiently appreciated as yet by men to be looked upon as a desirable accom-

Improvement in these schools advances exactly in proportion to the quality of superintendence possible.

* But the method pursued by these untrained teachers has, in nearly all cases, the great drawback of imparting a knowledge of particular books almost by rote rather than any power to use the language. A curious illustration of this is reported to have occurred last year even at Benares. Three hundred such Sanscrit students on being examined before Sir W. Muir and the Raja, however well acquainted with certain works, were found unable to write a grammatical sentence themselves.

plishment in their wives. Nor do women seek employment or make their livelihood by means of what they have learnt. Motives of self-interest are therefore wanting to a girl which are present to a boy in going to school. But the wish to stand well with the regular visitors and superintendents of such schools, if they are so visited by people whose good opinion is (on whatever ground) looked up to and coveted, is found to be a sufficient inducement to make the pupils take pains. The Female Normal Schools also are now beginning to act beneficially on the character of the teaching. Consequently, at Lahore, Amritsar, Dehli, Jalandhar (city) and Rawal Pindi, where these conditions notably exist, the improvement in Girls' schools is most marked, and the thanks of the Department are due to the Lahore Committee (European and Native) Mrs. Winter, Mrs. Mitter, and Mrs. Thackwell, for the success which their exertions have, at those places, done so much to secure. At Gujranwala also a beginning has been made in the same direction. Mrs. Mackintosh, the Inspectress of the Lahore Circle, has contributed much to the maintenance of the Siyalkot schools at their old standard, and these, with the Lady Lawrence Schools at Amritsar, seem to deserve especial mention.

Wherever good superintendence is not available, the result is failure.

90. But where inspection is, by the nature of the case, very intermittent, as in District villages generally, the statistics of female attendance (even if trustworthy) are misleading, for the schools are unanimously reported as really doing nothing. But it should be noted that both Dr. Leitner and Mr. Cooke report that the objections which the people have been said to entertain against the admission of European Inspectors, are illusory.

Zenana Mission.

91. One serious obstacle to the progress of Female Education lies in the fact that respectable natives will not, as a rule, send their daughters to school after marriage ; and their marriage of course takes place at a very early age. The Zenana Mission at Dehli meets this difficulty by sending female teachers (in many cases European and Eurasian) to their homes. Any extension of this system would be very welcome. The results are of course not open to male inspection : but 65 Mahommedan and 32 Hindu women are reported to be availing themselves of the opportunity offered to them : and some of the pupils are known to have thus reached a really advanced education. The system followed is excellent. European or Eurasian ladies are engaged by Mrs. Winter at Dehli, where they are kept studying, and practising themselves in tuition, for a year. Each teacher, after being thus prepared, goes and lives in the immediate neighbourhood of some native gentleman who has asked for her services : and such applications are now made in Dehli and its environs. She takes trained native teachers with her in order to enable her to open a small public school at the same time: but her own exertions are mainly devoted to the zenana. This system has been working for nine years ; and Mrs. Winter is now desirous of extending it into the towns of Hissar, Rohtak, and Rewari. At Simla also a commencement has been made during the season in which that place is visited by natives of position.

SECTION VI.

INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

A—GOVERMMENT NORMAL SCHOOLS.

Normal Schools. General Statistics

92. The three Normal schools at Lahore, Dehli, and Rawal Pindi, contain 217 students, 133 of whom are Mahomedans. Their total cost was 27,398-37, making an average cost per head of Rs. 135-13. Stipends are allowed to all the students who are brought up from their villages on the recommendation of the Inspector, and who reside in the boarding house attached to the school. The cost of each Normal student in 1870-71 was Rs. 220-2-8 in Bombay, Rs. 112-11-11 in Oudh, and Rs. 117 in the North Western Provinces; so that the charge in the Panjab does not appear excessive. The final examinations for certificates were held in April and October 1871, with the following results.

Name of School	No. of Candidates.	Number Passed.				No. failed
		1st Grade.	2nd Grade.	3rd Grade.	4th Grade.	
Lahore	35	...	11	17	6	1
Dehli	17	...	8	6	2	1
Rawal Pindi	7	...	3	2	2	...

The course of instruction lasts three years, and no student passes into the class of the year above him, without passing an examination. Failure to pass renders him liable to dismissal. The three Head Masters, Lala Thakur Das B. A. Munshi Zaka Ulla, and Mr. Staines, deserve credit not only for their teaching but for the maintenance of excellent discipline also. The house at Dehli, and that lent for the purpose at Rawul Pindi by Sir Nihal Sing, C.S.I., are excellent buildings; but the inadequacy of the present accommodation at Lahore, severely felt as it is, has not yet been remedied. The new college however when completed will include the Normal School. Mr. Rodgers, the principal of the Aided Normal School at Amritsar, devoted a week to the examination of the school at Dehli, and the same time to Lahore, and his reports, whilst full of valuable suggestions, were at the same time satisfactory regarding the progress made. He advocates strongly the attachment of a model school to every institution of the sort, for the practical instruction of the students in the art and method of teaching, in addition to the mere instruction in the subjects they have to teach. Arrangements have been made for effecting this at Dehli and Lahore, and the same will be carried out at Rawal Pindi. My own opinion is strongly, that this training, when conducted in the vivifying manner adopted by Mr. Rodgers, forms the most valuable portion of the course. The attention of District officers has been especially drawn to the advisability of preferring certificated to any other teachers. The supply at present seems to be equal to the demand, but this is because the demand is not so large as it should be.

Normal School for Army School Mistresses.

93. The report on the Bengal Military Normal School at Kasaoli, an institution of school mistresses for the English Army, will be found in the Appendix.

B. AIDED NORMAL SCHOOLS.

Aided Normal Schools. General Statistics.

94. Seven of these institutions exist in the province, of which six are for women, and five are in the Lahore Circle. They contain 183 students (79 Hindu, 89 Mahomedan) educated at an average cost of Rs. 125-10-10, of which Rs. 76-1-1 is borne by the State. These figures are all slightly more favorable than those of 1870-71.

Aided Normal School at Amritsar.

95. The Christian Vernacular Education Society's school at Amritsar is the best institution of this description in the Province, and receives a grant of Rs. 1,800 per annum. It turned out 30 trained students during the year, all of whom have obtained employment ; but Mr. Rodgers, having now supplied the special wants of mission establishments, would be glad if more applications were received for the services of the very useful men taught by him.

Female Normal Schools, five in number.

96. The Female Normal School at Jalandhar, under the management of Miss Goluknath, and that at Siyalkot, have been reported on very favorably ; the similar school at Lahore has suffered too much from frequent changes in its Lady Superintendent to have made any progress ; several well qualified teachers have been trained in the school at Amritsar. From the Normal School at Dehli (under Mrs. Winter) 12 women have obtained employment, and 59 are under instruction there. Two have been engaged in private families, the highest salary being Rs. 30 per mensem. These facts certainly point to an increase in the valuable aid which we are likely to derive every year from Aided Normal Schools.

C. THE GOVERNMENT WARDS' SCHOOL AT AMBALA.

Government Wards' School at Ambala.

97. This institution is intended for the sons of the Native Chiefs resident in the neighbourhood of Ambala, and is now under the charge of Mr. W. A. Robinson. It contains ten inmates who maintain their several establishments in separate houses round the main building. They meet at lessons and (to a certain extent and in the company of Mr. Robinson) at games, but the distinctions of rank and birth are kept up rather rigidly in their intercourse, nor is there as yet much show of cordiality or good fellowship, except amongst quite the youngest members of the school. The names of the boys are—Sheo Narain Singh of Baikothi, Ibrahim Ali Khan and Inayat Ali Khan of Maler Kotla, Faiz Muhammad Khan of Kotla Nihang, Gur Dyal of Faridkot, (a very intelligent youth), Tara Singh of Baikoli, Narayan Singh, Jiwan Singh, Harnam Singh, and Baqr Ali Khan. Their example is of assistance in recommending the foundation of similar colleges elsewhere, and a project

with this view has been set on foot for the hill chiefs of the Kangra district, but local jealousies stand much in its way. Though the youths at Ambala are not very persevering or industrious, they undoubtedly learn and read far more than they would if they were left to themselves.

D. GARDENING SCHOOL AT LAHORE.

98. Mr. Alexander writes—

Gardening school at Lahore.

"The school for gardeners belonging to the Agri-"Horticultural Society of Lahore is doing a humble but "useful work. The boys receive a good practical "training and are taught so much reading, writing, and arithmetic as "will be useful to them as gardeners, but not enough to make them "above their work and fancy themselves Munshis."

Relation in which the Educational Department stands towards Agricultural Schools.

99. The question of the possibility of infusing some more practical and special element into our education of the masses has been raised in a memorandum by Mr. P. Egerton, the late Commissioner of Rawal Pindi, and has been taken up by several Deputy Commissioners in their reports. The following paragraph from Mr. Peile's Bombay Report, appears to me to point out so clearly the relation in which the educational department stands to the only really practicable part of such proposals that I make no apology for inserting it :

"I may also notice among the new educational measures of the year the institution of a department of agriculture, as I am satisfied that if the masses are prepared to appreciate industrial schools for the improvement of agricultures and manufactures, these schools should be supervised by the new practical department of observation and experiment, and not by the educational department which will confine itself to preparing the ground (as Government gives it the means) by teaching the people to read, write, and count, and in a measure, to think. I find that it is much easier to talk about teaching agriculture than to devise the means of teaching it in this country, and industrial or agricultural schools will probably be preceded by depots or exhibitions of model agricultural and industrial appliances."

I quote this because I think it furnishes a conclusive answer to those who urge that we ought to introduce into our *elementary* schools some instruction that should be specially useful to the agriculturist youth in his future daily work. What can be done with this object belongs to his after life and falls within the province of the executive rather than the educational side of Government.

SECTION VII.

SCHOLARSHIPS.

Scholarships.

100. The following table shews the Government scholarships awarded within the year :—

Names of Scholars.	College at which held.	Class.	Monthly value of Scholarship.
Senior Scholars.			
Nandkishore	Dehli	3rd Year.	30 0 0
Maharaj Narayan	Do.	Do. ...	28 0 0
Junior Scholars.			
Ishar Das	Lahore College	1st Year...	15 0 0
Sheo Lal	Dehli „	Do. ...	14 0 0
Lachman Das	Lahore „	Do. ...	13 0 0
Bishumber Nath	Dehli „	Do. ...	12 0 0
Alopi Parshad	Dehli „	Do. ...	10 0 0
Trilok Nath	Lahore „	Do. ...	10 0 0
Surjan Das	Lahore „	Do. ...	10 0 0
		Total .	142 0 0

Mention of other points connected with this subject has already been made in former parts of the report. A total sum of Rs. 840 is allotted to boys who have passed the middle class examination to enable them to proceed to the upper Departments at Lahore, Amritsar, and Dehli.

SECTION VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

The supply of educated youth is at present in the Panjab not greater than the demand.

101. This point has also been referred to in describing the position of our Colleges and schools. The detail is given in the appendix. The ease with which advanced students obtain employment continues a satisfactory point in our system. Nor is the supply of intelligent and educated employés likely to be in excess of the demand in the Panjab for many years to come. It certainly would seem to be sound policy to encourage the employment of natives in the provinces to which they belong by birth ; and the assistance we now render to the abler of our students towards the completion of their education is for the time essential in order to enable them to hold their own position in the Public Service against the more wealthy or more astute and farseeing natives of the south. The plan is successful ; and 66 youths from colleges and from upper schools have thus been provided for in the year, on salaries ranging from Rs. 70 to 6.

SECTION IX.

THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

Present state of instruction in the English Language.

102. 8,950 scholars out of a total of 89,517 or ten per cent. receive instruction in English. The figures in 1870-71 were 7,984 out of a total of 84,752. 237 only of these are girls; 3,026 are students in Government schools, in which English is not commenced till the student has entered the middle department of an Anglo-Vernacular school, and 5,524 belong to aided schools in many of which it is taught from the first to the penultimate class. The following table will show the exact course of our system in this respect since 1865-66;

Students of English at	At the close of						
	65-66	66-67.	67-68.	68-69.	69-70.	70-71.	71-72.
Government Colleges	36	31	35	61	89	102	112
Government Schools Higher Class	.		885	922	171	168	283
Government Schools Middle Class	6,022	6,070	2,036	2,221	1,938	1,788	2,313
Government Schools Lower Class			1,530	542	448	455	289
Government Female Schools	188	110	49	153	35	14	5
Government Normal Schools	79	108	136	39	160	143	...
Government Jail Schools	1	..	38	29	45	58	34
Aided Colleges	15	10	9	17	.	...	...
Aided Schools Higher Class .	4,277	3,236	1,209	1,751	1 722	2,012	1,929
Aided Schools Middle Class	2,454	3,022	4,124	2,090	1,907	1,571	1,809
Aided Schools Lower Class	...	...	1,802	2,167	1,876	1,239	1.546
Aided Female Schools	109	147	185	190	179	172	232
Aided Normal Schools... ...	...	6	4	43	...	...	8
Indigenous Schools	..	...	...	303	...	262	390
Total ...	13,181	12,740	12,042	10,528	8,570	7,984	8,950

The steady diminution for several years in the number of English students was fully explained and justified by Captain Holroyd in his report for last year, and his views met the approval of His Honor the Lieutenant Governor. It suffices, therefore, to repeat that the agency at our command was found incapable of imparting to Town or Village Schools more than the merest smattering of the language, to which a sound vernacular course was in all respects to be preferred. In a few such schools English classes had been added (on the grant-in-aid principle) at the request of the inhabitants, but they have generally been inefficient and several such grants have been consequently withdrawn.

Comparison of the advance in the knowledge of English with that shown by the examinations of 1870-71.

103. But the following table will show the results of those examinations in which English is tested as compared with those of 1870-71:

	Calcutta University.				*Panjab University College.*		*Middle School Examination.*			
Year.	M. A.	B. A.	F. A.	Entrance.	F. A.	Entrance.	No. of candidates.	No. obtaining 30 p. c.	No. obtaining 40 p. c.	No. obtaining 50 p. c.
1870-71	...	1	15	51	...	...	245	197 ~~112~~	81 ~~28~~	24
1871-72	2	3	4	33	21	37	192	175	111	36

The comparative failure at Calcutta has been already attributed to the rival attractions set forth by the Panjab University College. The Calcutta syndicate have recently determined to abstain henceforward from prescribing any text-books for their Entrance Examination; and this decision will go far towards reconciling and assimilating to each other the studies necessary for success in the two institutions.

Popularity of instruction in English.

104. In all other points, the figures show an improvement in the knowledge of English. And the change effected in 1870-71, whereby all instruction is conveyed to upper schools in that language only, is highly popular both with the students and the people.

SECTION X.

BOOK DEPARTMENT.

The Curatorship.

105. Dr. Stulpnagel was transferred to the Depot in October last, taking over charge from Mr. Carter who resigned on September 30th. The intricacy of the work has necessitated considerable trouble on his part, but the ends contemplated, when the transactions of the Depot were extended to the present dimensions, have been successfully attained.

The Book Depot is now self supporting

106. In accordance with the wishes of Government measures have been taken to make the Book Depot as far as possible self-supporting. The following is an abstract of the accounts for 1871-72 shewing the Budget estimate of Receipts and Expenditure, and the actuals.

Receipts.	Budget.	Actual.	Expenditure.	Budget.	Actual.
Sale proceeds of books ...	53,700	54,337 0 4	Establishment of Curator...	6,360	6,542 14 6
Sale proceeds of Ataliq-i-Panjab ...	2,600	1,284 2 4	Establishment of Translators	3,900	3,900 0 0
Printing Police Gazette ...	800	...	Purchase of books and other contingent expenses ...	17,380	14,520 12 3
Proceeds of English Printing Press ...	3,000	...	Educational Press Establishment ...	14,680	13,747 8 10
Miscellaneous ...	300	1,038 5 11	Purchase of Paper and other Contingent Expenses ...	21,972	21,911 11 1
Total ...	60,400	56,699 8 7	Total ...	64,300	60,622 14 8

But the apparent deficit of Rs. 3,923-6-1 is only nominal, since the establishment of the Translating Staff (amounting to Rs. 3,900) has been borne by the Book Depôt, though it is totally unconnected with it, and would more fairly be charged against the allowance made for the patronage of literature. It may be said therefore that the question of the possibility of making the Central Book Depôt self-supporting has been satisfactorily settled, and that this has been done without any sacrifice of the excellence in the work turned out by the Press attached to the Depôt, or of the cheapness of the books offered to the public.

Its operations.

107. The Depôt has continued to supply the schools of the Panjab with school books in English and the vernacular, library books, prizes, and maps, printed either in England or at the Educational Press. A monthly periodical, the Ataliq-i-Panjab, has also been published at this press ; its circulation is however greatly diminishing, as the subscriptions have sunk from Rs. 1,897 during 1870-71 to Rs. 1,284-2-4 for the present year.

Its proceeds.

108. The following is the detail of the proceeds of books.

Sold by Deputy Commissioners	14,911	8	2
Sold to Head Masters	6,923	13	6
Sold to Inspectors of Schools	6,176	1	7
Supplied to Director's Library	837	8	6
Supplied for Prizes	3,719	14	6
Supplied to College and School libraries	4,819	13	7
Cash sales, on 20 per cent discount...	8,254	11	7
Miscellaneous Sources	1,588	5	6
Total...	54,377	0	4

The total amount paid into the Treasury from April 1871 to March 31st 1872, was Rs. 53,359-3-1.

Its terms and mode of business

109. There are two descriptions of books brought on stock by the Book Depôt. Some are purchased either in England or in this country ; for others no money is paid. They are merely taken over from the Educational Press at the rate of 600 octavo pages for the rupee. But cash purchases of Rs. 50 and upwards are allowed a discount of 20 per cent., so that the real selling price of books is brought down to 700 pages per rupee. This discount has been extended since 1st January of this year to all chief Muharrirs and Headmasters under the condition that the amounts due from them are remitted to the Depôt by the end of each quarter. So far as my present experience goes this system does not seem to work so well as was anticipated, but only because there is a decided inclination on the part of the majority of purchasers to avoid payment at the proper time and to demand prolongation of credit. The discount allowed on English books to wholesale cash purchasers is 10 per cent.

Its prices.

110. It is sometimes objected that the books printed at the Educational Press are too dear, but this objection must be regarded as utterly groundless if the extensive purchases by native dealers are taken as a test. Booksellers come from different places to buy their supply of school books from the Depôt in order to satisfy their customers, although many of these books may be obtained in the bazars at a lower price, but printed by private presses, and therefore of inferior quality. It may be urged also that economy is only to be sought by a press of the description so far as it is consistent with good lithography, good paper, and correctness, and a large qualified staff is kept for this purpose.

Its expenditure compared with its receipts.

111. The following is the value of the work turned out by the Educational Press.

Books delivered to the Depôt during 1871-72	23,971	2	6
Ataliq-i-Panjab for 1871-72	1,284	2	4
Miscellaneous	1,038	5	11
Total...	26,293	10	9

On the other hand the expenditure of the Press was—

For Establishment	13,747	8	10
For Paper and Contingencies	21,911	11	1
Total...	35,659	3	11

But in this expenditure is included an item of Rs. 5,530 paid away on account of work performed in 1870-71. And the Department has also to be credited with Rs. 5,720 on account of the paper now in stock. When these two items are considered, it will be seen that the Press paid for itself even after the price at which books were taken over by the Book Depôt, was lowered from 500 to 600 pages per rupee.

Its publications.

112. I subjoin a list of books printed for the first time at the Educational Press :

Qaida Haruf Angrezi	...	Number of copies ...	4,092
Map of India (small)	...	... ...	160
Map of India (large)	...	... ...	100
Taqriri Hisab ...	...	... ...	3,997
Tahrir Uclidas I ...	...	... ...	644
Do. II ..	...	... ...	649
Map of the Panjab (large)	...	... ...	115
Qassus Hind Part I	...	... ...	6,492
Hindustani Dialogues	..	... ...	982
Muntakhabat Farsi ...	...	... ...	1,393
Jabr Muqabla Part III	..	...	2,491
Ataliq-i Panjab 12 parts	...	... ...	13,574

The value of these publications is Rs. 3709-10-3.

Reprints.

113. Of the reprints of this year, valued at Rs. 20,261-7-9 the following are the most important.

Urdu I Book	...	...	...	...	26,991
Urdu II Book	...	...	...	...	14,650
Urdu III Book	...	...	...	...	14,194
Farsi I Book	...	...	..	...	16,702
Farsi II Book	...	...	...	..	12,935
Qawaid Urdu	...	...	...	..	7,505

114. The value of books received from the Press :—

When brought on stock was	...	35,402	12	4
English Books purchased	...	10,521	10	0
Total...		45,924	6	4

115. Only one English book was printed and published for the Depôt during the year under review, *viz.* "Readings in Poetry," a selection made by Mr. Sime. Mr. Cooke's English Primer, Part II is still in the press.

Advisability of closing the Nagri Department.

116. The Educational Press has been doing on the whole its work efficiently and profitably for the department, but the Nagri Press has been working at a loss, and a loss must ever be expected from a press, when there is not sufficient work to engage the full time of all the workmen employed on it, or if want of plant necessitates only a very few pages being composed and printed at a time. Both these causes contributed last year to bring the Nagri press into contrast with the lithographic press. There were printed during 1871-72, 3,231 Hindi Books of the value of Rs 226-11-9. To produce books to this amount, an expenditure of Rs. 400 was incurred, including Rs. 180 the salary of the Nagri compositor. The loss for one year was therefore Rs. 174-4-3. I am inclined to think that it will be more economical to have our work in this character done at Benares, or to obtain the books already in vogue there, instead of printing on our own account.

Indents for books on England must now be transmitted to the Secretary of State.

117. Up to last year, English books were received through Messrs. Baker and Oliphant, agents in London, who delivered all books free of charges at Calcutta, allowing the Depôt a discount of about 18 per cent. on the English published price, and taking the rupee as equal to two shillings. But owing to recent orders of the Supreme Government on the subject, all books required from England, are now indented for through the Secretary of the Local Government. It is to be seen whether this arrangement will work more or less profitably with regard to the Book Depôt, than the old system.

Mention of Curator's establishment.

118. Lala Mansa Ram, first clerk, Abdussattar and Lajput, 1st and 2nd Muharrirs, have rendered the Curator considerable assistance in regulating the extensive transactions of the Book Depôt. He has himself shown great diligence and ability in mastering the details of this branch of the department.

Urdu compilation of Stories from Indian History.

119. The best and most useful work compiled during the year in the translator's department has been the stories from Indian history, written in Urdu, the first part of which has been carried through the press, the second part is now being printed, the third part not being yet completed. It is an excellent school book, as it will carry the reader over the whole course of Indian history, in the outline form of a series of the most eminent biographies. The lives of Lord Clive, Sir H. Lawrence, General Nicholson, and Sir H. Edwardes, have been written during the year as chapters in Part III.

Translation of Collier's British Empire.

120. Part II of the translation of Collier's British Empire has been completed and is about to issue from the Press.

The Ataliq-i-Panjab.

121. The following is a list of the principal articles that have appeared in the Ataliq-i-Panjab, which is edited by the head translator, Piyarelal.

1. Translation of 4 chapters on the British constitution from "How we are governed."
2. Life of the Chinese Philosopher Confucious and a brief sketch of his doctrines.
3. Life of Sheikh Mubarik father of Abul Fazal and Faizi.
4. A brief account of the social condition of the Esquimaux.
5. Translation of the article on Lunar influences from Lardner's Museum of Science and Art.
6. Translation of 9 Chapters of Dr. Stulpnagel's Essays on Ancient Hindoos.
7. Colonies and Dependencies of the British Empire.
8. An Essay on the Capabilities of the Hindoos.
9. Review of the Educational Report of the Central Provinces for the year 1870-71.
10. Translation of the introduction to an article on Hindu Female Celebrities from a number of the *Calcuttta Review*.

Educational Works.

122. The educational works printed during the year were mostly written or compiled by the higher officers of the department; the translation of Euclid being by Mr. Cooke, the Muntakhabat Farsi by Mr. Pearson, Hindustani Dialogues by Captain Holroyd, and the Jabr Mukabla Part III by Mr. Alexander. The want of regular information concerning the operations or intentions of the Educational departments in other Urdu-speaking provinces may have caused some waste both of labor and money in the way of publication and translation. And steps have been taken towards the establishment of periodical communications upon the subject with the presses of Oudh and the North-Western Provinces.

Text Books.

123. Our vernacular text books have been improved during the last two years, and now leave little to be desired. Those in English are not well adapted to the taste or comprehension of boys in this country; being compiled for England only, they are not only full of allusions quite foreign to all native experience, but never by any chance touch on subjects likely to awake an interest in the Panjab. But an

immediate change is just now perhaps hardly expedient on the score of expense.

CONCLUDING OBSERVATIONS.

Percentage of attendance to the population of the Panjab.

124. The extent of the field still before us, and the difficulty of at all affecting or reaching the masses, may be gathered from the fact that, whereas the number of children of a school-going age, (*i. e.*, from six to fourteen years old) may be calculated in the Panjab (exclusive of Native States) at nearly 3,000,000, only 100,000 or 3⅓ per cent. of these at present receive any instruction at all. But, slow as the progress is, it may fairly be submitted that a sound and sure advance is made every year, in lower, as well as in higher, education, and that the figures and facts of 1871-72 are no exception to this rule. The directions in which some popular extension of our operations seems to me still feasible, have been sufficiently indicated under the separate headings of this report.

Recommendation to government of the gentlemen, English and Native, who have rendered service to the cause of education in the Province.

125. The exertions of the Inspectors and Principals in the Province during the year are commended to the favorable notice of Government : and I may be permitted at the same time to express my own acknowledgement of the cordial assistance they have rendered to myself. The thanks of the Department are due for the general assistance rendered by all the civil officers of the administration, but the following seem to have interested themselves especially in the cause of education.

Major Urmston	... Deputy Commissioner	...Rawal Pindi.
Captain Macaulay	...Offg. Do.	...Dera Gazee Khan.
Captain Harrington	.. Do. Do.	...Gujrat.
W. Blyth, Esq.	... Do.	..Jehlam.
Major Jenkins	...Do. Do.	...Sialkot.
Moore, Esq.	...Do. Do.	...Hushyarpur.
Colonel Davies	...Do. Commissioner	...Amritsar Division.
A. Brandreth, Esq.	. . Do.	...Lahore Division.
A. Boulnois, Esq.	... Judge High Court	...Lahore.
Lindsay, Esq.	... Ditto	...Do.
Colonel Ferris	... Deputy Commissioner	...Multan.
Captain Waterfield	... Do.	...Jhang.
J. H. Oliver, Esq.	... Do.	...Gurgaon.
Captain Beadon	...Offg. Do.	...Ambala.
J. W. Gardiner, Esq.	...Assistant Commissioner	.Kasowli.
R. G. Melvill, Esq.	...Deputy Commissioner	...Sirsa.
M. S. Davies, Esq.	...Assistant Commissioner	...Sirsa.

And the following is a list of native gentlemen whose exertions are worthy of distinct recognition :

No.	Name.	Rank or Designation.	District.	Tahsil or Village.
1	Faquir Zahur-ud-din ...	Ex. Asst. Commissioner ..	Gujranwala ...	
2	Rai Kanhaya Lal ...	Ex. Engineer ...	Lahore ...	
3	Pundit Radha Kishen ...	Rais ...	Do. ...	
4	Baboo Nobinchandar ...	Accountant, P. W. D. ..	Do. ..	
5	Rai Mulsing ...	Rais ...	Do. ...	
6	Dr. Rahim Khan, K, Bahadur ..	Sub.-Asst. Surgeon ...	Do. ...	
7	Piru ...	Chowdri ...	Kangra ...	Nadown.
8	Baha-ud-din ...	Naib Tahsildar ...	Hushyarpur...	Dusuha.
9	Achru Ram ..	Do. ...	Do. ...	Gurshankar.
10	Saiyad Amirali Shah .	Rais ..	Do. ...	Do.
11	Nabi Baksh ...	Lambardar ..	Do. ...	Do.
12	Karim Baksh ...	Chowdri ...	Do. ...	Do.
13	Sultan Baksh ...	Do. ..	Do. ...	Do.
14	Gohar Khan .	Member Committee ..	Do. ..	Dusuha.
15	Ahmad Shah ...	Late Tahsildar ...	Do. ...	Onah.
16	Upar Das ...	Member Committee ...	Jalandhar ..	Kartarpur.
17	Ram Chand ...	Do. ...	Do. ...	Do.
18	Ganda Mal ..	Do. ...	Do. ...	Phillour.
19	Basun Khan ..	Do. ...	Do. ...	Do.
20	Baba Sampinan Singh	Rais ...	Do. ...	Mulsian.
21	Sardar Partabsing ..	Do. ...	Do. ...	Nurmehal.
22	Lala Odey Ram ..	Tahsildar ...	Do. ...	Phillour.
23	Murlidhar ...	Chowdri ...	Gurdaspur ...	D. K. Andaura.
24	Rai Gopi Mal ...	Rais ...	Firozpur ...	Firozpur.
25	Ala Jawahi ...	Zaildar .	Gujranwala ...	Saroki.
26	Qadar Baksh ..	Do. ...	Do. ...	Jalalpur.
27	Hurbhuj ...	Member Committee ..	Do. ...	Pind Bhattian.
28	Tara Sing ...	Lambardar ..	Do. ...	Kalianwala.
29	Shahbaz Khan ..	Lambardar ..	Do. ...	Jandiala.
30	Phagoshah ...	Member Committee ...	Gurdaspur ...	Dinanagar.
31	Gopal Dass .	Supdt. Dy. Commr's. Office...	Amritsar ...	...
32	Sardar Yar Muhammad Khan	Ex. Asst. Commissioner .	Karnal ...	Karnal.
33	Basant Lal ..	Naib Tahsildar ...	Hissar ...	Hissar.
34	Nasir Ali Khan	Ex. Asst. Commissioner ...	Sirsa ...	Fazilka.
35	Bansi Lal ...	Member, L. C. P. I. ...	Ambala ...	Jagadhri.
36	Babu Piyari Mohan ...	Hd. Clerk Dy. Comr's Office	Sirsa ...	Sirsa.
37	M. Abdulla	Sheristadar Dy. Comr's Office	Simla ...	Simla.
38	Thandi Ram ...	Tahsildar ...	Hissar ...	Hissar.
39	Lala Rami Mal ..	Rais ...	Dehli ...	...
40	Lala Omraosing ...	Do. ..	Do. ...	...
41	Lala Mahesh Das ...	Do. ...	Do. ...	...
42	Muhammad Afzal Khan ...	Naib Tahsildar ...	Rawal Pindi	Rawul Pindi.
43	Munshi Ramsahai ...	Tahsildar ...	Jehlam ...	Jehlam.
44	Amrik Sing ...	Do. ...	Do. ...	Chakowal.
45	Abdula Khan ...	Do. ...	Do. ..	Talagang.
46	Bishen Singh ...	Do. ...	Do. ...	Pind Dadan K.
47	Raja Zaman Mehdi Khan ...	Rais of Darapur ...	Do. ...	Jehlam.
48	Raja Dhuman Khan .	Rais of Chakri ...	Do. ...	Do.
49	Chowdri Sultan Ali ...	Member Municipal Comtee	Gujrat ...	Jalalpur.
50	Muhammad Hayat Ali ..	Ex. Asst. Commissioner ...	Kohat ...	Kohat.
51	Saiad Rahim Shah ...	Tahsildar ...	...	Serai Siddu.
52	Saiad Nazar Muhammad ...	Naib Tahsildar ...	Jhang ...	...
53	Pundit Jai Gopal ..	Do.	...	Chaniot.

126. In my own office, the industry and clearheaded capacity of Babu Ramjus and Lala Mulchund deserve my mention. Munshi Azizuddin and Piyarelal have also rendered good service, the former in the simplification of returns, the latter in the work of translation.

J. G. CORDERY,
Offg. Director of P. I. Punjab.

Simla, 22nd August 1872.

CIRCULAR NO 49.

FROM

CAPTAIN W. R. M. HOLROYD,

Director of Public Instruction, Panjáb,

To

ALL INSPECTORS OF SCHOOLS, COMMISSIONERS, AND DEPUTY COMMISSIONERS IN THE PANJAB.

Dated Lahore, 14th July 1871.

SIR,—I have the honor to forward a revised Scheme of Studies for Vernacular Schools in which Urdu and Persian are taught, drawn up in conformity with the system of classification recommended by the Educational Conference which met at Lahore in April last, and sanctioned by G. O. No. 205, dated 30th May 1871.

2. The terms village school and town school, which is at present used convey no real meaning, will be abolished ; and in future Vernacular schools will be of three kinds,—Primary, Middle Class, and Higher Class.

3. Higher class schools will teach up to the standard of the Entrance Examination of the Panjab University College. Special instructions will be issued regarding the course of studies to be followed in such schools, of which there is at present only one in existence. All existing Town and Village schools will be organized as Primary or Middle Class schools.

4. A Primary school will consist of four classes, and the course of study if regularly prosecuted will extend over four years. The 1st class will be the lowest, and the 4th class the highest.

5. A Middle Class Vernacular school will contain two divisions (Lower School and Middle School) and six classes, and the course of study if regularly prosecuted will extend over six years. The 1st class will be the lowest, and the sixth class the highest. The 1st and 2nd classes will as in Zil' Schools constitute the 'Lower School,' and the 3rd, 4th, 5th and 6th classes, the 'Middle School.'

6. The course of study in each class of Vernacular schools will commence on the 1st January, and will extend over one year. In future years, promotions from one class to another must be made on the 1st January and on no other date.

7. Inspectors in consultation with Deputy Commissioners will determine what schools it will be desirable to maintain as Primary schools and what as Middle Class schools. No attempt should be made to maintain a Middle Class Vernacular school in any locality where the staff of teachers is not thoroughly

efficient for the instruction of all classes according to the prescribed standard. The first thing to look to, is the primary education in a thorough manner of all the boys in any town or village of a school-going age who can be induced to attend. When this has been thoroughly provided for, if funds be available, and a sufficient number of pupils desire a higher education, arrangements should be made for giving instruction up to the Middle School standard.

8. The new scheme of studies and classification should be thoroughly introduced with effect from the 1st January next; but in the meantime the classes can be organized so as to facilitate this object, and the scheme can be at once adopted to any extent that may appear feasible; but care should be taken not to throw unnecessary expense on the boys by requiring them to purchase new books in the middle of a term.

9. Inspectors are requested to report, by the 1st January next if practicable, what schools will be maintained as Primary and Middle class schools respectively; and how the expenditure on schools of each class is met in each District.

I have, etc.,

W. R. M. HOLROYD, CAPTAIN,

Director of Public Instruction, Panjab.

Scheme of Studies for Middle Class Vernacular Schools.

Subjects.	Text Books.	No. of hours per week.	REMARKS.
	LOWER SCHOOL.		
	1st Class—1 year.		
Urdu Reading ...	Urdū-ki-pahlī-kitāb	12	
Writing ...	Copies	12	
Arithmetic ...	Notation, Multiplication table to 16 by 16, and the four simple rules	12	
	2nd Class—1 year.		
Urdu Reading and Grammar.	Urdū-kī-dusrī-kitāb and Urdū-kī-tīsri-kitāb, with oral lessons on Accidence as contained in the Qawā-'id-i-Urdū	6	
Persian Reading & Grammar ..	Fārsī-kī-pahlī-kitāb and Farsī-kī-dusrī-kitab, and Safwat-ul-masādir	9	
Writing ...	Copies and Dictation	9	
Arithmetic ...	To Compound Division (money)	9	
Geography ...	Maps of Panjāb and India	3	
	LOWER SCHOOL.		
	3rd Class—1 year.		
Urdu Reading and Grammar ...	Stories from Indian History,* half, and the whole of the Qaw'āid-i Urdū	6	
Persian Reading & Grammar ...	Gulistān, Chapters I and II, and Masdar-i-faiyūz,† pages 1 to 40	9	
Writing ...	Copies and Dictation	6	
Arithmetic ...	Zubdat-ul-hisāb, Part I, whole, and Part II to end of Vulgar Fractions	9	
Geography ...	World and Asia from Miftāh-ul-arz, and revision of India and Panjāb	4	
Mensuration ..	Misbāh-ul-masāhat	2	
	4th Class—1 year.		
Urdu Reading and Grammar ...	Stories from Indian History, the whole, with Grammar & Parsing	4	
Persian ...	Gulistān, Chap. III, IV, VII, & VIII ; and Bostān, half ; Masdar-i-faiyūz, the whole, with Grammar & Parsing ...	9	
Writing ...	Copies and Dictation	4	
Geography ...	Europe from Miftāh-ul-arz, with revision & map-drawing	3	
Mathematics ...	Zubdat-ul-hisāb, Part III, to end of Compound Rule of Three	8	
	Euclid, Book I	6	
	Misbah-ul-masāhat and plan-drawing	2	
	5th Class—1 year.		
Persian ...	Bostān, the whole ; Mantakhabat-i-anwār-i-suhailī ; Ruq'āt-i- 'Alamgīrī ; with Grammar and Parsing, & Translation from Urdū into Persian	9	
Composition ...	Dictation and Composition	6	
History ...	Wāq'iāt-i-Hind, half	3	
Geography ...	Africa and America and map-drawing	3	
Mathematics ...	Zubdat-ul-hisab, the whole	5	
	Euclid, Books I and II, with Deductions	5	
	Algebra, Jabr-o-muqabla, Part I, to end of Fractions ...	5	
	6th Class—1 year.		
Persian ...	Persian Selections,‡ with Grammar and Parsing, and Translation from Urdū into Persian	9	
Composition ...	Dictation, Composition, and Essays in Urdū	6	
History ...	Waq'iat i-Hind, whole	3	
Geography ...	Miftah-ul-arz, whole ; revision of maps of India and Panjab ; and map-drawing	3	
Mathematics ...	Arithmetic, revision	5	
	Euclid, first four Books, and Deductions	5	
	Algebra, Jabr-o-muqabla, Parts I and II, to end of Simple Equations	5	

* Will be published shortly. † Pending preparation of a new Grammar. ‡ Until this is ready Abul Fazl, Chapter II, and Diwan-i-Hafiz.

Scheme of Studies for Primary Schools.

Subjects.	Text Books.	No. of hours per week.	REMARKS.
	1st Class—1 year.		
Urdū Reading ...	Urdū-kī-pahlī-kitab	12	
Writing ...	Copies	12	
Arithmetic ...	Notation, Multiplication table to 16 × 16, and the four simple rules	12	
	2nd Class—1 year.		
Urdū Reading and Grammar ...	Urdū-kī-dūsri-kitāb, and Urdū-kī-tīsrī-kitāb, with oral lessons on Accidence as contained in the Qawā'id-i-Urdu	6	
Persian Reading & Grammar ...	Fārsi-kī-pahlī-kitab, Farsī-kī-dūsrī-kitab, and Safwat-ul-masadir	9	
Writing ...	Copies and Dictation	9	
Arithmetic ...	To Compound Division (money)	9	
Geography ...	Maps of the Panjab and India	3	
	3rd Class—1 year.		
Urdū Reading and Grammar ...	Stories from Indian History,* half, and the whole of the Qawa'id-i-Urdu	6	* Will be published shortly.
Persian Reading & Grammar ...	Gulistan, Chapters I and II, and Masdar-i-faiyuz,† pages 1 to 40	9	† Pending the preparation of a new Grammar.
Writing ...	Copies and Dictation	6	
Arithmetic ..	Zubdat-ul-hisab, Part I, whole, and Part II, to end of Vulgar Fractions	9	
Geography ...	World and Asia from Miftah-ul arz, and revision of India and Panjab	4	
Mensuration ...	Misbah-ul-masahat	2	
	4th Class—1 year.		
Urdū Reading and Grammar ...	Stories from Indian History, the whole, with Grammar and Parsing, and reading Newspapers, &c. .	6	
Persian Reading & Grammar ...	Gulistan, Chapters III, IV, VII and VIII, and Bostan, half, Masdar-i-faiyuz, the whole, with Grammar and Parsing	9	
Writing ...	Copies and Dictation	6	
Arithmetic ...	Zubdat-ul-hisab, Part III, to end of Compound Rule of Three	9	
Geography ...	Names of the Countries of the World, with their capitals, and chief natural features, and revision of what has been learnt in the Third Class	4	
Mensuration ...	Misbah-ul-masahat...	2	

CIRCULAR No. 50.

FROM

CAPTAIN W. R. M. HOLROYD,

Director of Public Instruction, Panjab,

To

ALL INSPECTORS OF SCHOOLS, COMMISSIONERS, AND DEPUTY COMMISSIONERS IN THE PANJAB.

Dated Lahore, 15th July 1871.

SIR,

With my Circular No. 49, dated 14th instant, I forwarded a Scheme of Studies for Primary and Middle class Vernacular Schools. I have now the honor to circulate the following Rules regarding the examination to which the students of these schools will be subjected.

2. There will be three examinations: the Lower School examination, the Primary School examination, and the Middle School examination; the Lower and Primary School examinations will be held annually by Inspectors or by Assistant Inspectors acting under the orders of Inspectors, between the 1st October and the 31st March, in every District throughout the Panjab, at such places as may be found convenient, and will be conducted as far as possible *vivâ voce.* The Middle School examination will be held by the same examiners, and at the same time (about the end of November) as the Middle School examination for Anglo-Vernacular students.

3. Pupils who have completed the course prescribed for the 1st and 2nd classes of Vernacular schools should be able to pass the Lower school examination, and no boy who is unable to pass will be considered fit for promotion to the 3rd class of a Primary or Middle class school. Promotions will be made from class to class on the 1st January (as laid down in Circular No. 49, dated 14th instant), and the Lower school examination in some Districts will take place subsequently to that date; it will therefore happen that boys must often be promoted to the 3rd class before they undergo the examination. Any boys who are thus promoted will be degraded to the 2nd class, in the event of their failure to pass the examination. District Inspectors and Chief Muharrirs will be held responsible for checking all improper promotions.

4. The Primary and Middle school examinations are intended to test the progress of boys who have completed the course of study prescribed for Primary and Middle class schools respectively. All such boys, provided they have been properly taught, and have prosecuted their studies with a fair amount of diligence and attention, should be able to pass the examination.

5. In their reports on each District, and in their annual reports, Inspectors will state the number of boys who pass by each standard, and a careful record must be kept of all those who pass, so as to guard against the possibility of the same boys fraudulently presenting themselves for examination by a standard by which they have already passed.

6. By means of these examinations the individual progress of every pupil will be tested at certain periods in his school career; but it will be the duty of Inspectors and their Assistants to examine in a more general manner all the intermediate classes of Primary and Middle class Vernacular schools.

7. The following will be the subjects for examination :—

LOWER SCHOOL EXAMINATION.

1. Reading with facility and explaining a passage from the easier parts of the Rusūm-i-Hind, or any work of equal difficulty not in the scheme of studies for Government Schools, and answering grammatical questions (on accidence) arising out of the passage.

2. Reading and explaining any of the class books studied during the preceding year.

3. Writing from dictation, in a clear and legible hand, with not more than four serious mistakes, ten lines from the easier parts of the Rusūm-i-Hind, or any work of equal difficulty, not in the scheme of studies.

4. Arithmetic to compound division (money).

5. General knowledge of the maps of the Panjab and of India.

PRIMARY SCHOOL EXAMINATION.

1. Reading with facility and explaining a passage of any Urdū work of ordinary difficulty, and answering grammatical questions arising out of the passage.

2. Reading and explaining any of the class books studied during the preceding year, and answering questions on Grammar.

3. Writing from dictation in a clear and legible hand, with not more than four serious mistakes, ten lines from any Urdū book of ordinary difficulty.

4. Arithmetic, Zubdat-ul-hisāb, Part III, to end of compound rule of three.

5. Geography, Panjab, India, Asia, Countries of the World, with their capitals, and chief natural features.

6. Mensuration, Misbāh-ul-masāhat.

MIDDLE SCHOOL EXAMINATION.

1. *Urdū.*—Reading and Grammar.
   Composition on a simple subject with which the student may be expected to be familiar; principal heads to be given.
   Dictation, a passage of ordinary difficulty taken from any work not in the scheme of studies.

2. *Persian.*—Grammar.
   Translation from Urdū into Persian of a passage from an Urdū book not read in Government Schools, and of sentences.
   Translation from Persian into Urdū of passages from books not read in Government Schools, of equal difficulty with the Anwār-i-Sahaili and the Dīwan-i-Sā'dī.

3. *Mathematics.*—Arithmetic, vulgar and decimal fractions, proportion, practice, interest, discount, profit and loss.

4. *Ditto.*—Algebra, the four simple rules, proportion, simple equation, extraction of square root, greatest common measure, least common multiple.

5. *Ditto.*—Geometry, the first four books of Euclid, with easy deductions.

6. *History.*—Wāqi'āt-i-Hind.

7. *Geography.*—General knowledge of Geography, more particularly knowledge of Geography of India.

I have, &c.,

W. R. M. HOLROYD, CAPTAIN,

Director of Public Instruction, Punjab.

APPENDIX.

REPORTS OF PRINCIPALS OF COLLEGES AND INSPECTORS OF SCHOOLS.

LAHORE COLLEGE.

PRINCIPAL—C. PEARSON, ESQ.

I have the honor to submit the annual report of the Lahore Government College, for the year ending on the 31st March 1872.

2. In his last report the Principal made a statement shewing that there had been a steady increase in the number of matriculated students from 6 to 52 since 1864, at the close of the past official year there were 56 matriculated students on the rolls of whom one was a casual student attending only the English Literature class. The average number on the rolls throughout the year was 54, and the average daily attendance 49, or about 90 per cent. In the previous year the average daily attendance was a little more than 80 per cent, which Dr. Leitner thought satisfactory.

Scholarships.

3. Every student in the College gets a scholarship with the exception of the casual student and two others who have forfeited theirs for absence without leave. The highest scholarship is Rs. 32 per mensem and the lowest Rs. 8 per mensem. The amount is fixed generally with reference to the student's place in examination. The following is a statement of the sums paid in scholarships during the year:—

From Government	Rs. 2,832	or 236	per mensem.
From Maharajah Dhalip Singh.....	„ 516	or 43	„
From Panjab University College.....	„ 4,584	or 382	„
Total Rs.... ..	7,932	661	„

The principle of providing every student with a subsistence allowance is not approved by the Government of India, but it is certain that without such assistance the majority of our students would be unable to prosecute their studies, and the results produced by the present system are sufficiently valuable to justify it. But although it is worth while to keep the College filled with natives of the Panjab, I see no advantage in granting stipends of this kind to students from other provinces, or to those who are able to pay for their own maintenance. Some restrictions might properly be enforced to this effect.

Fees.

4. Fees collected during ten working months amounted to Rs. 1,024. Fees are charged in advance at the rate of Rs. 2 per mensem. About Rs 50 arrears remained unpaid which may in part be recovered. While nearly every student is a scholarship-holder the payment of fees is merely a deduction from the nominal value of stipends, and has no significance as regards the willingness of our students to bear the cost of their education.

The College building, and rooms for Boarders.

5. A year ago the College was removed from the city to a sufficiently convenient house in Anarkali for which we pay rent of Rs. 80 per mensem. There is accommodation for about 40 Boarders in the spare rooms of the main-building and in the compound, but only 27 reside here. The rest live with friends in the town, or by special permission in private lodgings.

Studies.

6. The tabular statement annexed shows the numbers studying each subject on the 31st March.

Numbers of students studying various subjects in Lahore Government College on the 31st March 1872.	On the rolls.	English.	Mathematics.	History and Geography.	Metaphysics.	Sanskrit.	Arabic.	Persian.	Law.	Chemistry, Heat and Electricity.
4th Year	5	5	5	5	5	4	1			
3rd Year	11	11	6	3	5	3	1	7	2	
2nd Year	21	21	19	19	21	7	13	10	...	1
1st Year	19	19	18	18	18	7	10	11	1	
Total...	56	56	48	45	49	21	25	28	3	1

Until the present year the course of study pursued in the College was that required for the Calcutta University Examinations, but recently students have been permitted to prepare themselves for the Panjab University College Examinations. The only class much affected by the change at present is the third year, of whom one only out of eleven has passed the Calcutta First Examination in Arts. The rest of course have given up studying for the Calcutta Degree, and I fear have not turned to much account the liberty of choosing their own subjects. All the students of the Fourth Year Class are preparing for the Calcutta B. A. Degree Examination. Those of the First and Second Year are with a few exceptions reading all the Calcutta subjects, and will probably go through the Calcutta course unless the Panjab University College obtains the power of conferring degrees.

Inconvenience of a double standard of examination.

7. The present double standard of examination causes some waste of time, and is hardly conducive to regular study in other respects. The only remedy appears to be to make the course of study required by the College to some extent independent of the University Examinations. I think every student should be compelled to study English, History and Geography an Oriental Classic, and one other subject, *viz.* Mathematics, Metaphysics, Physical Science, or Law. [Since the period to which the report refers this intention has been carried into effect.]

The Panjab University College aims at high proficiency in a few subjects, but this cannot be attained without considerable private study in addition to the college lectures. Our students have, for the most part, few helps to study apart from the instruction which they receive from their Professors, and under these circumstances I think they should avail themselves of such opportunities of acquiring useful knowledge as the College offers.

Examinations.

8. The following examinations were held in the College during the year :—

(1) The Departmental Examination of the First and Third Years, held in July.

(2) The Panjab University Examination of the First Arts Standard for the second year class in October.

(3) The Calcutta University Examinations for First Arts in December, and for Degree in January.

Departmental Examinations.

9. The reports of the Examiners in the Departmental Examinations are quite satisfactory as regards the Third Year Class, but the First Year Class is said to be very deficient in Mathematics and in English Composition. Complaints are also made of the slovenly style of the papers.

University Examinations.

10. Of the second year, 14 students underwent the First Arts Examination of the Panjab University College of whom 11 passed. In November 10 of the same class gave in their names for the Calcutta University Examination of whom 5 withdrew at the last moment. Of those

who were examined one only passed in the third division. The five who attempted the examination were by no means the best in the class, and probably a fair average number would have been successful if the Calcutta course of study had been steadily adhered to.

Examination for B. A. Degree.

11. There were three candidates for the B. A. Degree of the Calcutta University, one of whom Atma Ram passed in the third division.

Entrance Examinations.

12. In October 13 of our present first year students passed the Panjab University Entrance Examinations and joined the College either immediately or in January. 6 more were admitted after passing the Calcutta Entrance Examination in December, and 2 who had passed in 1870. Nine of those who had passed the Panjab University Entrance went up again for the Calcutta Examination, and four passed.

The Staff of Teachers.

13. Dr. Leitner was in charge of the College as Principal until the 5th July when a temporary exchange of appointments took place between us. During the month of January I had relieved him in the work of teaching, in order that he might benefit by the rest which his health required, and I have since continued to take the four classes in English Literature.

Mr. Lindsay has now all the Mathematical classes in his charge, but for a portion of the earlier half of the year he taught English Literature to the First and Second Years instead of Mathematics.

Dr. Stülpnagel who has been attached to the College for the three past years was appointed Curator of the Government Book Depôt in November, but has continued to teach History and Philosophy two hours a day. I am glad to learn that the College will probably be able to secure his services permanently.

Babu Ishan Chundra of the Zila School establishment joined the College in November. He teaches Philosophy and History to the First and Second Years.

The Assistant Arabic Professor, Maulvi Muhammad Husain teaches both Arabic and Persian. His industry is indefatigable, and he has always had the reputation of being a successful teacher. The same may be said of Pandit Bhagwan Das who belongs to the Zila School establishment, but has been attached to the College as teacher of Sanskrit for several years.

Lala Sagar Chand, B.A., has been absent on sick leave from December. He was teaching Mathematics and History to the First and Second Year classes.

General remarks.

14. I am much indebted to all my colleagues for their assistance and support, and have much pleasure in testifying to the zeal and efficiency with which they discharge their duties, and I feel it due to Dr. Leitner especially, to acknowledge the thoroughly satisfactory character of the work which he has made over to me, so that I have little to complain of, except that the business of the Registrar's office occupies time which I should be glad to devote to the College. The chief defect in our administration at the present time is a want of steady continuous work, owing to interruptions of various kinds, the unsettled state of our relations to the two universities, and too frequent examinations; progress is slower than it might be with fewer distractions.

I may add a tendency to take leave for insufficient reasons, and to use the College as a stepping stone to employment. Some of our students seem to think any trivial cause a sufficient reason for absence, and hardly realize that for the time their most important business in life is in the College. But there are others who do their utmost, and on the whole I do not think that the liberty sanctioned by the custom of the College is seriously abused, while in some respects it is suitable to the temper and habits of native students.

C. PEARSON,

Offg. Principal, Government College, Lahore.

DEHLI COLLEGE.

PRINCIPAL—J. SIME, ESQ.

I have the honor to submit my report of the Dehli College for the year 1871-72.

Average roll and attendance during the year.

The average number on the rolls during the year was 51; the average daily attendance 46·3, or close upon 91 per cent.

Number at present in attendance and increase on previous year.

2. The number at present on the rolls is 56, or 5 more than at the corresponding period of last year. This increase is smaller than was to be expected, but previous to the Christmas Examinations there was an unavoidable falling off in numbers from the First Arts Class. Solely from want of stamina, and the contribution in January last of fresh under-graduates was only 14 against 21 contributed at the beginning of the previous year. The 56 students at present on the rolls are distributed over the various classes, thus—

M. A. Class	1
B. A. Class	9
Third Year Class	8
First Arts' Class	24
First Year Class	14
	56

The 14 newly matriculated students, of whom 3 are Mahomedans, were drawn from the following schools:—

Seven from the Dehli Zil' or Collegiate School; *Six* from St. Stephen's Mission School, Dehli; and *One* from the Hindu School, *Chinsurah.*

Conduct of students.

3. The conduct of the students throughout the year was in every respect satisfactory.

Fees.

4. The amount of fees collected was Rs. 1,029 against Rs. 822 of the previous year.

5. So far as results of Examinations are a criterion of successful or unsuccessful work, the following statement will have significance; but I would venture to say that certain results of the past year were very unworthy of the work.

Calcutta University Examinations.

6. For the First Arts Examinations of the Calcutta University we sent up 11 candidates of whom only three passed, *one* in the second Division and *two* in the Third. Ten of these had but a month before passed the First Arts Examinations of the Panjab University College; and for such a result there is no accounting. Two or three who were reckoned the best men of their year, and who were undoubtedly good all overfailed—*one*, perhaps the best of them, in as many as three subjects. For the B. A. Examination we sent up 5 candidates of whom *two* passed in the second Division. These were Madan Gopal and Lachman Das. The others failed badly. Two candidates presented themselves for the M. A. degree, one in Honors, and the other for the ordinary degree—and both passed. Hukam Chund stood *First* in the First Division, beating the students who headed the B. A. list last year, and winning, in his subject the University Gold Medal and Prize of Books. The career of this student has from the first to last, been a most satisfactory one. In the First Arts Examination he stood fifth; last year he gained the second place in the B. A. Examination, and this year he heads the list in his subject, and as having beaten the first B. A. of last year, may be regarded as at length the most distinguished of his contemporaries. Sri Ram who went up for the ordinary degree was not classed; but I have good reason to believe that, in a general order of merit, he would have held a high place. This last result is altogether, satisfactory, and I am hopeful that good appointments are in store for these young men. They are the first Masters of Arts in the Panjab.

Compared with other Colleges.

7. The following table will exhibit the above results compared with other institutions:—

	Examination.	Number of Candidates.	Passed.			Total passed.	Percentage passed.			Total percentage passed.
			1st Division.	2nd Division.	3rd Division.		1st Division.	2nd Division.	3rd Division.	
Bengal	First Arts	427	24	68	79	171	5·6	15·9	18·5	40
North-Western Provinces		27	2	11	4	17	7·4	40·7	14·8	62·9
Panjab		21	...	1	3	4	...	4·7	14·2	18·9
Dehli College		11	...	1	2	3	...	9·	18·2	27·2
Bengal	B. A.	212	9	37	44	90	4·2	17·5	20·7	42·4
North-Western Provinces		1	...	...	...	...	...	...	...	...
Panjab		8	...	2	1	3	...	25·	12·5	37·5
Dehli College		5	...	2	...	2	...	40·	...	40·

Thus it will be seen that in the First Arts Examination the Dehli College occupies a place in per-centages far below the average in Bengal or the North-Western Provinces, and a fair second place in the B. A. results. Our place in the M. A. Examination was, as you are aware, second to none.

Panjab University Examination.

8. For the First Arts Examination of the Panjab University College we sent up 11 candidates of whom ten passed. Two in the First Division, five in the Second, and Three in the Third. Two were awarded Prizes,—Maharaj Narayan, a Prize for General Proficiency, and Sham Nath, who gained the highest marks in Mathematics, a special prize for that subject. This is a satisfactory result even admitting the standard of the Examination to have been considerably below that of the Calcutta University. I would, at any rate, ask you to consider the *passes* of this examination as a favorable set off against the *failures* in the corresponding Examination of the Calcutta University. That it should have been necessary to work for two Examinations was unfortunate, and I look upon the consequent want of undivided concentration in the work of the Calcutta University as quite sufficient to account for the bad appearance of our candidates before that Institution.

Departmental Examination.

9. The Departmental Examination was held as usual in July, but only for the First and Third Classes. It had been usual at this season to examine *all* the College classes as a test for Departmental guidance, but as the Second and Fourth Classes have, at the end of each year, to submit to a searching University Examination, it was wisely determined that the results of that test should be accepted as a sufficient criterion of the work done in those classes. This decision was acted upon in July last, and only the First and Third classes were examined. The results in the Third class were satisfactory. Of six candidates, *four* passed, and the two failures were in a single subject. The First class did badly—a result not unexpected. The classes is a bad one, and the subjects of Examination—some of them entirely new—had only been read for four months. And this leads me to repeat a suggestion made in my last report that the Departmental Examination, if at all necessary, be deferred to the end of the year. There would then be the work of a whole term before the Examiners, and some certain assurance of the value of the work done could be obtained. The reason urged against this suggestion—that Inspectors of Schools cannot then spare the time is, I submit, not to the point.

Annual House Examination.

10. In addition to the above Extra-mural Examinations, and for the purpose of testing the First and Third classes in the work of the whole year, an examination, conducted by the College staff, was held in December. I have already reported to you the results of that Examination, which were as satisfactory for the Third Class as in the earlier Departmental Examination and for the First class much more so. The average per-centages of marks gained were

for the First class, in English 31; in Arabic and Sanskrit 45; in History 34; in Mathematics 25, and in Philosophy 26; for the Third in English 36; in Arabic and Sanskrit 58; in History 55; in Mathematics 39, and in Philosophy 46. The marks of the Third Class are high—giving promise of good B.A. results next year; and it is satisfactory that the marks for the Second Language of the First Class in which there was an all but universal failure in July, are so good. In July only two passed in that subject, with an average of 15 marks for the Class; whilst in this December Examination only two failed with an average for the Class of 45.

Government Scholarships.

11. The following Government Scholarships were gained by Students of this College on the results of the last University Examinations :—

Senior scholarships—

1. Nandkishore, a scholarship of the value of Rs. 30 per mensem.
2. Maharaj Narayan, ditto ditto Rs. 28 ditto.

Junior scholarships—

1. Sheo Lal, a scholarship of the value of Rs. 14 per mensem.
2. Pandit Bishumbernath, do. Rs. 12 ditto.
3. „ Alopi Prasad, do. Rs. 10 ditto.

These Scholarships are tenable for two years, and with the grant of Rs. 95 continued from last year, make a monthly expenditure to Government for Scholarships of Rs. 189.

Panjab University Scholarships.

12. In addition to these Scholarships, the Senate of the Panjab University College have most liberally and, I believe, in the interests of higher education in the Panjab—most considerately, set apart a grant of Rs. 260 per mensem for Scholarships to this College. The amount, with the sanction of the Executive Committee, has been divided into twenty-six scholarships and distributed over the various classes. It will be more satisfactory when the prizes of this rich foundation are awarded exclusively according to the results of competition; but, in the meantime, it would be difficult to overestimate the benefit accuring from these grants.

Prizes.

13. The following were the duces of the past year :—

M. A. Class	Hukam Chand.
B. A. Class	Madun Gopaul.
Third Year Class	Baijnath.
First Arts' Class	Nandkishore.
First Year Class	Pandit Jai Narayan.

Hukam Chand, as already mentioned gained the Gold Medal and Prize of Books of the University of Calcutta in English Literature; Madun Gopal won the Arnold Gold Medal open to the Punjab; and the Cooper Silver Medal, presented by Mr. Parry was awarded to Nund Kishore our best First Arts Student. Lachman Dass of B. A Class and Babu Mal of the Third Year should also be mentioned as having distinguished themselves in the Class Examinations of the year.

Prospects of the College.

14. The prospects of the College for the coming year are good. Upwards of twenty will present themselves at the First Examination in Arts, of whom between twelve and fifteen may fairly be expected to pass. Of the B. A. class at least six should pass well, and Madun Gopal who will go up for Honors in English Literature is likely to take a good place. Only one circumstance trammels us—the attempt we are making to serve both the Calcutta University and the Panjab University College. Unless the necessity for this be remedied soon, harm will be the consequence.

Students withdrawn and appointment obtained by them.

15. During the year nine students, not including Hukam Chand, left the College, of whom the following four obtained appointments :—

1. Shamnath, First Arts Panjab University College, 1871, Computor G. T. Survey on Rs. 70, rising per mensem.
2. Maharaj Narain, First Arts Calcutta University and Panjab University College 1871, Computor G. T. Survey, on Rs. 70, rising per mensem.
3. Johri Mal, Entrance 1868, Assistant Master Simla School, on Rs. 40 per mensem.
4. Maharaj Kishen, Entrance 1868, Booking Clerk Panjab Railway on Rs. 40 per mensem.

The remaining five who left the First Arts Class solely from incapacity are yet unemployed.

The Library.

16. The same good use was made of the Library during the year as previously, and 248 volumes were added to the Catalogue. These consisted mainly of Standard scientific works. The duties of Librarian were well discharged by Kunj Behari Lall who was succeeded in March by Babu Mal of the B. A. Class.

The Debating Club.

17. The Debating Club in connection with the College continued to meet during the year for the reading of the papers and discussion. The meetings were not so frequent as it was desirable, and the papers read were usually less of human interest than *scholastic*. There can however be no doubt about the value of such an institution.

Boarding House.

18. The Boarding House flourished. This is not exclusively a College Institution, yet I refer to it here for convenience. The average number of boarders during the year was 32; the number at present in residence is 42, of these eight are College students; the rest attend the classes of the Zil' School. The conduct of the boarders was unexceptionally good. For the superintendence of the establishment I am indebted to Mr. Beddy, Head Master of the Zil' School, for the discipline to Pandit Gunga Jewan, the Superintendent. It will not be saying little for this institution if I remark that the duces of the First and Second College Classes and ninth School class are boarders

The Staff.

19. With one exception the Staff remained unchanged throughout the year. Mr. Ellis who had gone on sick leave to Europe rejoined on the 15th of March, replacing Mr. Kirkpatrick his *locum tenens*. Concerning the desirability, if not the absolute necessity, of appointing a third graded Officer to the College staff I have already addressed you, and I am hopeful that the necessary increase of expenditure will be sanctioned. At present the Professors are over-worked.

Concluding Remarks.

20. In conclusion I have to draw your attention to the veryable manner in which Mr. Dick, discharged the duties of Mathematical Professor. To him our successes during the year are largely due. Mr. Kirkpatrick also rendered valuable service; while the duties of Lala Sri Ram, Maulawi Ziauddin, and Pandit Kashi Nath were discharged to my entire satisfaction.

With the work of Babu Madho Narayan and Munshi Bashiruddin of my office I was well pleased.

J. SIME.

Principal, Govt. College, Dehli.

AMBALA CIRCLE.

INSPECTOR—C. R. COOKE, ESQUIRE.

I have the honor to submit my annual report for 1871-72.

General Statistics.

2. The Ambala circle consists now, as at the commencement of the year under review, of nine districts.

In the following statement, by which it is intended to give a general view of educational progress in this circle during the year, I have, for convenience of comparison, omitted from my calculations, 1st, the two European Aided Schools at Simla; 2nd, the two Normal Schools, and 3rd, the Dehli College and all the schools connected with it. The Dehli Zila school and its branches, which were under my charge last year, have been transferred to the Principal of the College, hence for purposes of comparison it is better to exclude them from these tables.

At the close of	Number.	Pupils in attendance.	Fees credited to Government. Rs. A. P.	Expenditure from Imperial Revenue. Rs. A. P.	Annual cost per pupil to Govt. Rs. As. P.
I.—GOVERNMENT SCHOOLS.					
1870-71	394	14,558	2,629 8 1	39,164 14 8	2 8 1
1871-72	385	14,361	2,725 1 3	36,896 4 0	2 6 1
II—AIDED SCHOOLS.					
1870-71	75	4,454	Nil	20,693 11 0	4 10 4
1871-72	77	5,245		23,272 0 1	4 6 11
III.—TOTAL OF GOVERNMENT AND AIDED SCHOOLS.					
1870-71	469	19,012	2,629 8 1	59 858 9 8	3 0 1
1871-72	462	19,606	2,725 1 3	60,168 4 1	2 14 10

The total number of pupils under instruction has increased, and so also has the amount of fees credited to government. The total annual expenditure from public funds has also increased, but not in proportion to the increase of pupils. For whereas last year the cost of each pupil to Government was Rs. 3-0-1, this year the cost has been Rs. 2-14-10. In Government schools the cost per pupil has fallen from Rs. 2-8-1 to Rs. 2-6-1 and in aided schools from Rs. 4-10-4 to Rs. 4-6-11. The comparatively high rate in aided schools may partly be accounted for by the fact that the education they give is, as including English, of a higher standard than that given in government schools generally. Out of a total of 14,361 pupils in Government schools 595 only, (*i. e.* just 4 per cent.) are learning English, while in aided schools there are no less than 1,264 out of a total of 5,245 or rather more than 25 per cent. If we compare Government and Aided Schools of the middle class, for instance, where English is taught in both, we shall find, as of course we ought, that an aided school pupil costs the public funds less than half what a Government school pupil does.

SECTION I. CONTROLLING AGENCIES.

Changes in the Inspectional Staff.

3. Mr. Carbery acted as Assistant Inspector up to the 28th March, and was then succeeded by Mr. C. S. Kirkpatrick, who now holds the appointment.

Mir Ghulam Husnain, Chief Muharrir of Ludhiana has been appointed a district Inspector. This is only a change in name, for he continues attached to the Ludiana district with a new title and increased pay.

Pandit Amarnath, Chief Muharrir of Hissar, neglected his work so shamefully that I considered it my duty to recommend his dismissal. He has been reduced, and the Chief Muharrir of Sirsa has been transferred to the Hissar district. As however Moulvi Barkatullah is at present acting as Serishtedar in the Assistant Commissioner's Court at Sirsa, Murlidhar second teacher in the English school has been selected to officiate in his place on probation, and Beli Ram of the Assistant Inspector's office has been appointed Chief Muharrir of Sirsa. The Deputy Commissioner of Ambala has chosen Maulvi Faz-ul-haq to be chief Muharrir of his district in place of Ghulam Haider deceased.

The appointment of Sub-Inspectress of female schools in the Ambala district has for want of funds been abolished.

With these changes, the inspectional staff now consists of an Inspector, an Assistant Inspector, two district Inspectors, and six Chief Muharrirs.

Work done. (1) By Inspector.

4. During the hot weather and rains I visited some of the Zila schools, and in September inspected the schools of the Simla district. On the 10th October I commenced my cold weather tour and marched through the Hissar and Sirsa districts, returning to Ambala by the end of November. After superintending the middle school examination, I proceeded to Dehli where I was detained for a short time by a press of office work; this delay, together with the interruption of the Christmas holidays, prevented my completing the inspection of the Dehli district till past the middle of January. I then marched into the Kurnal district; but had not inspected more than half of the schools, when I was ordered to take charge of the Lahore circle in addition to my own duties. I was relieved at the end of February and commenced at once the inspection of the Ambala district. I was not however able to complete it myself as the Mission schools at Ambala and Ludiana kept me at work till well into April.

(2) By Assistant Inspector.

5. Mr. Carbery inspected the schools of the Ludiana, Gurgaon and Rohtak districts and finished what work I was obliged to leave undone in the Kurnal and Ambala districts.

Mr. Carbery having reverted to another appointment I will take the opportunity of stating that I always found his work of inspection thoroughly done, and his reports full and detailed.

(3) By District Inspectors and Chief Muharrirs.

6. The following table will shew the amount of work each district educational officer has to perform, and how it has been done:—

Officer and District.	No. of Schools.	No. of Visits.
District Inspector, Gurgaon	66	154
" " Ludiana	61	222
Chief Muharrir, Ambala	78	194
" Dehli	49	225
" Kurnal	75	305
" Hissar	16	59
" Sirsa	11	36
" Rohtak	38	108

District Inspector of Gurgaon and Ludiana.

I am well satisfied with the work of the two district inspectors, though neither has reached the standard average of four visits to each school. The schools in the Gurgaon and Ludiana districts are well looked after, and even if not visited so frequently as in some other districts still I have no doubt the inspection of them is more thorough.

Chief Muharrir of Ambala.

Of the 194 visits to schools of the Ambala district, 47 were paid by the late chief Muharrir, Ghulam Haidar, during the first five months of the year. His successor Fazl-ul-haq has paid 147 visits in seven months. He has commenced well.

Chief Muharrir of Dehli and Kurnaul.

Both these men are energetic and I have had no reason to complain of their work.

Chief Muharrir of Hissar.

I never saw schools in a worse condition than were the schools of the Hissar district when I inspected them in October last. I discovered several attempts at deception, such as could never have been made without the connivance of the Chief Muharrir Amar Nath has as I have already stated, been dismissed.

Chief Muharrir of Sirsa.

Maulvi Barkat Ullah of Sirsa, though not a man of much energy and activity, was, I believe, honest in his work, He visited his schools, three times each, between April and October. His successor Murli Dhar has been actively engaged in inspection during the last five months.

Chief Muharrir of Rohtak.

I cannot express myself at all satisfied with Sirdar Singh of Rohtak. I complained of him in my last report, and Mr. Carbery who inspected his schools this year, having again found fault with his work, I recommended the Deputy Commissioner to dismiss him. Mr. C. P. Elliott, however, who had lately taken charge of the district, desired to give the man another trial and he is still retained. The schools will never be worth any thing so long as they are under the superintendence of so indolent a man as Sirdar Singh.

Suggestion on work of Chief Muharrirs.

7. I think that if the Deputy Commissioner would direct and guide the work of the Chief Muharrirs, it would in many cases be more efficiently performed. I imagine that much time is wasted by a want of method in the performance of their duties. The schools of each Tahsil should be examined all together, and whenever possible, in company with the Tahsildar. The two officers might easily arrange to go on tour together. I have found in some districts that the power of the Chief Muharrir is much restricted by the authority of the Tahsildar. I am of opinion that the appointments of teachers should be made only on the recommendation of the Chief Muharir, and that he should in all cases be required to express his opinion on applications for leave, transfer, &c. I have on one or two occasions, especially in the Sirsa district, visited schools, and found them either closed, or in charge of a substitute, generally a monitor, owing to the absence of the teacher on leave; the Chief Muharir himself not being aware of any applicataon for leave having been submitted.

(4) By Local Committees of instruction.

8. I regret my inability to report much improvement in the work of local committees. In most places they are simply useless, and I confess that I do not see my way to improving their condition. I thought that a total re-organization would perhaps effect the purpose, but the great difficulty is to find men who will independently give their minds to the work. If the Deputy Commissioner of the district devotes himself to education, the Tahsildars, as a rule, know that it is good policy to pay attention to their schools, and in such cases I have found the Tahsildar's influence to produce a good effect on the Local Committee. At Jagadhri a new committee has been formed, and it now includes the most influential men in the place, who will, I trust, be of some service. The committee at Rupar has exerted itself and been of some assistance to the Head Master in increasing the attendance and fees at the Zila school. The Rohtak Committee has as usual done nothing, and that at Karnal is about the most apathetic in the circle.

(5) By Tehsildars.

9. The Tehsildars of some districts visit the schools and are of much assistance to educational officers. I may mention with particular praise the districts of Ambala, Dehli, Gurgaon and Sirsa. The district which in this respect is behind all others is Karnal.

SECTION II. GOVERNMENT SCHOOLS.

A. Govervment Zila Schools.

One Zila school less than last year.

10. Since last year, the Dehli Zila school has been transferred to the charge of the Principal Dehli College, I have therefore no upper school to report on, and one middle school less than last year.

Statistics of Zila schools.
(1) Attendance.

11. I shall be able to show by the following tables that in the seven remaining Zila schools satisfactory progress has on the whole been made.

(a) No. of boys in	At the end of 1870-71	At the end of 1871-72
Middle Department ...	290	335
Lower Department ...	1,598	1,855
Total ...	1,888	2,190

(b) Zillah School.	1870-71. Middle Department.	1870-71. Lower Department.	1870-71. Total.	1870-72. Middle Department.	1870-72. Lower Department.	1870-72. Total.
Jagadhre ...	36	353	389	46	470	516
Rohtak ...	48	314	362	48	298	346
Rewari ...	77	254	331	96	264	360
Bhiwani ...	36	242	278	38	343	381
Karnal ...	34	201	235	41	180	221
Ruper ...	33	197	230	45	263	308
Simla ...	26	37	63	21	37	58
Total ...	290	1,598	1,888	335	1,855	2,190

These tables show a total increase of 15·9 per cent in the attendance at Zila schools, the highest percentages being 37 at Bhewani, 33·9 at Rupar and 32·6 at Jagadhri. In three schools the numbers have diminished but the decrease in each is comparatively insignificant, the largest being under 8 per cent.

(2) Fees, The total amount of fees collected in Zila schools (middle and lower departments) during 1871-72 is R. 2,532-14-8 as compared with Rs. 2,404-2-9 for the previous year. This increase is not in proportion to the increase in attendance.

General result of examinations. 12. Six out of the seven Zila schools sent in 28 candidates for the middle school examination, they all passed. 156 boys belonging to the lower deparments presented themselves for the lower school examination, 127 passed.

Jagadhri Zila school. 13. The following statement will compare the present classes of the Jagadhri Zila school with those of the previous year.

Middle School.	1870-71.	1871-72.
6th Class ...	8	10
5th " ...	8	9
4th " ...	9	11
3rd " ...	11	16
Lower School ...	353	470
TOTAL ...	389	516

This increase in the number on the rolls is very satisfactory. When I visited the school in August last, I found that boys in the lower department were deserting in large numbers and that within a very short period before my arrival nearly sixty boys had removed their names. It seems that a quarrel had arisen between the late Head Master Ishan Chandar Ghos, and a teacher by name Kanchand, who was in charge of one of the branch schools. This man

had, I have no doubt, acted in an insubordinate manner and made himself in a certain degree independent of the head master's orders. On the report of the Head Master and the Local Committee he was dismissed. As soon as I could visit Jagadhri, I made further enquiries into the matter on the spot, and on Kanchand promising to amend his conduct I placed him not in his original position in charge of a branch, but as an assistant teacher in the lower department. He has continued to behave well, almost all the deserters have returned and the number in the lower department alone, has increased by nearly 120. Ishan Chandar Ghos, though a valuable teacher, and I believe, an honest man did not know how to conciliate a set of people so difficult to manage as are the inhabitants of Jagadhri.

Notice of Educational Staff.

14. Since the transfer of Ishan Chandar Ghos in May last to Lahore, the school has been in the charge of Mulchund, with whose work I have had every reason to be well satisfied. He is a man of experience and of conciliating manners, and has succeeded in rendering himself popular both with the towns-people and with his subordinates. I regret that his removal has been necessary. He has been well supported by his English Assistants, Baldao Sahai and Umrao Singh, and I have had reason to be better pleased with the Persian teachers. Last year I had occasion to remark unfavorably on the quantity of work done by Azizuddin the head teacher, this year a very great improvement is visible.

Comparative Statement of fees and expenditure.

15. The fees collected during the year amount to Rs. 186-15-9 in the middle department, and Rs. 470-11-11 in the lower department, these amounts show a very slight variation from the collections of the previous year. Of the total expenditure Rs. 3,564-15-5 on the middle department, Rs. 3,484-4-0 are paid from public funds, making a reduction of Rs. 223-15-3 in the cost of government since last year. The Lower department has received Rs. 420 from private sources and Rs. 661-0-5 as a grant-in-aid.

State of School house.

16. The school house requires to be repaired and two more rooms to be built, in order to accommodate the increased number of boys. The Deputy Commissioner of Ambala has been addressed on the subject, and an estimate has been ordered to be drawn up.

Results of examinations.

17. There was no failure amongst the Jagadhri boys who appeared at the Middle School examination, and of 19 candidates for the lower school examination, 17 were successful.

Progress of Middle and Lower Departments.

The classes of the middle department have made creditable progress during the year. I found reason on a previous visit to condemn the bad handwriting of the school generally, a great improvement has since been effected. The four schools of the lower department have not only largely increased their numbers, but the style of teaching is gradually improving. They have been carefully looked after by the headmaster and his assistants, each of whom has the supervision of a branch, and is required to pay a weekly visit.

With regard to the generally healthy condition of the school I need but point to the table given above in para. 13, the upper classes will be seen to be well filled, and there is evidently no fear of a want of recruits from the lower department.

Rohtuk Zila school.

18. The number of boys in the middle department of the Rohtuk Zila school has remained stationary since last year, while the number in the lower schools has fallen from 314 to 298. The following table will give details—

	1870-71.	1871-72.
Middle School		
6th Class	7	4
5th Class	9	6
4th Class	12	12
3rd Class	20	26
Lower School	314	298
Total...	362	346

Educational Staff.

Mr. Wade, the Head Master, has worked with his usual diligence, and has especially exerted himself in placing his branch schools on an efficient footing. He has succeeded in obtaining a contribution of Rs. 30 a month jointly from the municipal funds of Beree, Jhujjar, Bahadar-

gurh and Kharkhauda, places in the Rohtuk district which benefit indirectly by the existence of the Zila school, and as it has been ruled, can fairly be called upon to contribute towards its support.

Jumna Das, 2nd Master, held charge of the school during Mr. Wade's absence for six weeks on privilege leave. Sikandar Ali, 1st Persian teacher, has been transferred to Rewari Zila School and his place taken by Farzand Ali.

Comparative statement of fees and expenditure.

19. There has been a decrease in the fees collected both in the middle department and the lower. In the former they have decreased from Rs. 195-6-0 to Rs. 182-2-0, and in the latter from Rs. 359-7-0 to Rs. 315-12-0.

The expenditure on the middle school is Rs. 4,329-10-11, of which Rs. 4,232-7-11 are paid from imperial revenue, this is a very slight variation from last year's expenditure.

The lower department is supported by a grant of Rs. 504 derived from private sources.

State of school house.

20. The school house is in good order, and affords conveniently the accommodotion required.

Results of examinations and general progress.

21. 5 Boys of the Rohtak Zila school went in for the middle school examination, all passed. In the lower school examination 23 passed out of 27 candidates. There has been fair progress in the Middle school, but the results of the annual examination show that the classes are generally weak in Persian and Arithmetic. The schools of the lower department are progressing very satisfactorily.

Rewari Zila School.

22. The total number of boys in the Rewari school have increased by 29 during the past year, in the middle department alone the increase being over 24 per cent. The annexed statement will show this.

	1870-71.	1871-72.
Middle School.		
6th Class	10	12
5th Class	16	9
4th Class	14	22
3rd Class	37	53
Lower School	254	264
Total...	331	360

Educational Staff.

23. Sheo Parshad, the Head Master has managed his school with much success. The only change in the staff has been the transfer of the first Persian teacher Farzand Ali to Rohtak, and the appointment of Sikandar Ali in his place.

Comparative statement of fees and expenditure.

24. The fees in the middle school have increased from Rs. 269-1-0 to Rs. 318-12-0 and in the lower department from Rs. 148-13-6 to Rs. 175. This is satisfactory.

The expenditure on the middle department is Rs. 3,543-12-6 from public funds as compared with Rs. 3,243-8-6 for the previous year. The lower department has received a grant of Rs. 794-2-8, besides Rs. 720 from private sources.

Results of examinations.

25. The Rewari school has been very successful in the examinations of the year. For the middle school examination 7 boys were sent in, the largest number of all my Zila schools, and they all passed. Fifty-eight boys came up for the lower school examination, all but two succeeded in passing. These results are very creditable to Sheo Pershad and his assistants. I noticed last year that the branches of Rewari school were very carefully looked after, the above results prove that the strict supervision I then spoke of has been in no way relaxed.

The members of the municipal committee have given a valuable aid to the head master, and have been very liberal in voting money for special prizes and other purposes connected with the schools.

Bhewani Zila School.

26. The number on the rolls of the middle school at Bhewani has increased slightly, while the increase in the lower department has been inconsiderable as shown in the following statement—

	1870-71.	1871-72.
Middle School.		
6th Class	7	4
5th Class	6	7
4th Class	8	7
3rd Class	14	20
Lower School	242	343
Total...	277	381

Educational Staff.

27. I have been well satisfied with the work of Hira Lal, Headmaster, and Behari Lal, 2nd Master, and of Kanhya Lal and Gopi Pershad, Persian teachers. The headmaster has a difficult task in managing the school amongst a people so apathetic about education as are the inhabitants of Bhewani. I did not find the branch schools so carefully looked after as might be desired ; I have now established a separate supervision of each by a zila school master, and hope to see an improvement on my next visit.

Comparative statement of fees and expenditure.

28. There is diminution in the fees collected during the year. In the middle school the amount has fallen from Rs. 143-8-0 to Rs. 124, and in the lower school from Rs. 121-5-0 to Rs. 120. Considering that the numbers in attendance have increased by 37 per cent. the decrease in the collection of fees is not satisfactory.

The expenditure from public funds on the middle school is Rs. 3,009-4-3 as compared with Rs. 3,038-14-7 for the previous year. The lower department receives government aid to the amount of Rs. 480, and an equivalent from the Municipality.

Results of examination.

29. The four candidates from Bhiwani were successful in the middle school examination, and six passed out of 14 in the lower school examination. The classes of the middle school acquitted themselves creditably at my oral examination in November last. In Persian and Geography especially they showed that they had been well taught, but all the classes were backward in Arithmetic, I do not consider that the lower department is so good who came up for the lower school examination, there was a large number of failures in Arithmetic and dictation.

Kurnal School.

30. The annexed statement shows the number of boys at present in each class of the Karnal Zila school as compared with the numbers of last year—

	1870-71	1871-72
Middle School.		
6th Class	3	5
5th Class	8	6
4th Class	15	11
3rd Class	8	19
Lower School	201	180
Total...	235	221

The decrease in the lower department may be accounted for by the closing of the Hindi department in one of the Branch schools.

Educational Staff.

31. The Karnal school has again been injuriously affected by frequent changes in the teaching staff. The late head master Radha Kishen, has been transferred to the Rahun Zila school, and Mr. Caldwell appointed to officiate in his place. Rajalal, 3rd Master, was appointed to the charge of the Aided English school at Jhajjar and was succeeded by Makkhan Lal, late student of the Dehli College. The first oriental teacher Baqar Hoosain was superannuated on 1st October 1871, and Husain Khan from the Government Book Depôt was sent to fill his place. These repeated changes have in no slight degree impeded the progress of the school, and I trust that Mr.

Caldwell may be allowed to remain in charge and be given a fair chance of raising the school. Since his arrival, an improvement is visible in many respects, the average daily attendance is considerably increased and cricket and athletic games have been commenced. The 2nd master Khittar Chandar has worked to my entire satisfaction, and I hope to take the first opportunity of recommending him for an independent charge.

Statement of fees and expenditure.

32. The usual difficulty in Karnal about fees still exists, and the decrease in the middle department is most unsatisfactory, the amount having fallen from Rs. 143-8-0 to Rs. 111-13-0. In the lower schools the fees have increased from Rs. 121-15-0 to Rs. 194-2.

The middle school cost government during the past year Rs. 2,994-14-5 while the lower schools received a grant of Rs. 591-11-2.

Results of examination.

33. Three boys presented themselves at the middle school examination, and 22 at the lower school, all the former passed, and fifteen of the latter.

Rupar Zila School.

34. The Rupar school has for some some years been the most unfortunate in the circle, but I trust that the tide has now turned, and the progress which has commenced during the past year may steadily continue. Two head masters were successively dismissed for misconduct, and the school was for some time in a state of a total disorganisation.

The following statement gives a very satisfactory increase of numbers—

	1870-71	1871-72
Middle School.		
6th Class	1	5
5th Class	6	7
4th Class	7	18
3rd Class	19	15
Lower School	197	263
Total...	230	308

Educational Staff.

35. The present head master, Gopal Sahai, joined his appointment in April 1872, and has succeeded in rendering himself popular with the inhabitants of the town in a manner that no head master has for some time been able to accomplish at Rupar. The 2nd Master Mithu Lal has worked fairly well, till lately when owing to ill health he has relaxed in his efforts and has at last been obliged to apply for leave. The rest of the staff have done their duty satisfactorily.

Statement of fees and expenditure.

26. In the Middle School the annual collection of fees has increased by 92 per cent. that is from Rs. 54-11-9 to Rs. 105-7-0. In the lower department also there is an increase, but scarcely proportionate to the increase in the numbers. The amount has risen from Rs. 56-5-6 to Rs. 68-14-9.

The expenditure in the Rupar Middle School during the past year has been Rs. 2,250-9-11 all from Imperial Revenue. The grant-in-aid to the lower department has amounted to Rs. 344.

State of school house.

37. The school house is in good repair and accommodates the middle and part of the Lower department. There is a want however of proper houses for the Branch Schools. The Municipality has voted a grant of Rs. 500 for school buildings which will remedy the defect.

Results of examination.

38. The three candidates from the Rupar school all passed the middle school examination, and 9 out of 14 passed the Lower school examination. The classes of the Middle department did fairly well in the oral examination, and the branch schools are gradually rising out of the state of decay into which they had been allowed to fall by the neglect of the late head master Jadu Nath.

Simla Zila School.

39. The Simla Zila School has during the past year laboured under considerable disadvantages. In the first place it has since the beginning of April 1871, been under the charge of three head masters. Dabi Parshad held officiating charge up to the 31st May, when Mr. Caldwell was appointed. He remained till 14th August, and was then succeeded by Mr. C. E. Kirkpatrick. Secondly, serious and scandalous disturbance which took place on the school premises in October, and in which two of the teachers were concerned caused a falling off in the numbers. The case was pending in the Magistrate's Court for more than a month, and the school has scarcely yet recovered from the effect produced by the scandal.

The following table shows a decrease since last year in the attendance:—

Middle School.	1870-71	1871-72
5th Class	6	4
4th Class	11	4
3rd Class	15	13
Lower School	37	37
Total ...	63	58

Educational Staff.

40. Mr. Caldwell was in charge but ten weeks, and there was scarcely sufficient opportunity to judge of his work. Mr. C. E. Kirkpatrick exerted himself to improve the school, and in some degree succeeded. Dabi Parshad the 2nd Master was found guilty of gross misconduct and dismissed.

Statement of fees and expenditure.

The fees collected amount in the middle department to Rs. 43-7-6, and in the Lower School to Rs. 115-12-9 making a total of Rs. 159-4-3, which is Rs. 29-2-9 less than last year.

The total expenditure on the school from imperial revenue is Rs. 3,368-11-4. Unlike the lower departments of all other Zila Schools in this circle, that of the Simla school is supported from public funds, and has not yet been placed on the grant-in-aid system. Last year the municipality consented to give a grant towards its support, and I hoped to receive an equivalent from government, the application did not however reach your office in time to admit of its being included in the new budget.

State of School house.

41. The school house itself is in fair order, but the Head Master's house requires a good deal of repair. The Municipality of Simla contributed last year a third of the estimated expenditure for repairs, and it was expected that the balance two-thirds would be given by Government. This latter has however never been received, and as soon as the municipal grant was expended, work was stopped.

Boarding House.

42. The boarding house supported by contributions amounting to Rs. 50 from Hill chiefs accommodates at present 16 boys, of these 7 receive their food, and two a stipend of Rs. 2 a month instead of food, the remaining are allowed lodging only. These latter return home to their villages every Saturday evening and return on Monday morning bringing with them supplies sufficient to last through the week.

The Hill chiefs' subscriptions are not regularly paid, and I regret to find that the boarding house has fallen into debt, the servants have not received their wages, nor have the supplies provided for the boarders been paid for since the beginning of August last. The Deputy Commissioner has been addressed on the subject, and I have suggested to him that the subscriptions be realised in advance. The present school house is on a site most desirable in all respects, except one, and that is, its distance from the bazar. Some of the members of the local committee represented to me last year the desirability of removing the school to some house in the vicinity of the bazar, and expressed a strong opinion that the attendance at the school would probably be doubled. The Deputy Commissioner, Major Parsons, approved of the plan, and arrangements were proposed for the sale of the present site and the purchase of a suitable house. The present site could no doubt be easily sold, but the difficulty is to obtain a house suited to our requirements without a sacrifice of money.

Results of examinations.

43. The Simla Zila school sent in no boys for the middle school examinations, 5 boys out of 6 passed the lower school examination.

I was not well satisfied with the results of my annual examination, the classes were very bad in Arithmetic, and a very small quantity of work had been completed in Persian.

European class.

44. In connection with the Zila school I have established a class for European and Eurasian boys, especially for the benefit of such persons as are unable to send their sons to the Bishop Cotton School. Ten boys are now attending, and when the offices arrive, I expect there will be an accession of numbers. This class will, I am assured, supply a great want, and I have as a temporary arrangement placed the Assistant Inspector in charge of it.

B. & C. VERNACULAR SCHOOLS MIDDLE AND PRIMARY.

General Statistics. Middle Schools.

45. There are now 29 Government and 7 aided vernacular schools of the middle class, as compared with 27 of the former and 4 of the latter at the close of last year. In the Government middle schools the number of pupils has increased from 2,940 to 2,996, and in the aided middle schools from 485 to 898.

Primary Schools.

The number of primary schools has decreased from 306 to 297, and the number of pupils from 9,687 to 9,491. This decrease in attendance is partly to be accounted for by the increase visible in the middle schools, for some schools which were last year called village schools are now entered as of the middle class. The total number of pupils in vernacular schools (including both middle and primary) has risen from 13,112 to 13,394 : the largest increase being in the districts of Gurgaon and Karnal. The total amount of fees collected is Rs, 1,796-2-3, being an increase of Rs. 195-3-9 over last year's collection. The districts of Gurgaon and Ludiana are especially distinguished in the matter of fees, these two districts alone contributing nearly two-thirds of the whole sum collected.

Results of examinations compared.

46. The following statement will give the result of the annual examination of vernacular schools as compared with last year's.

		1870-71	1871-72
Middle School Examination	Candidates	22	51
	Passed	14	46
Sadr Examination ...	Candidates	253	311
	Passed	153	81
Oral Examination ...	Candidates	2,282	2,435
	Passed	1,021	922
	Total Candidates ...	2,557	2,797
	Total Passed ...	1,188	1,049

Middle School Examination.

For the middle school examination the increase both in the number of candidates and in the proportion of them passed is very satisfactory.

The vernacular schools of the Ambala Circle supplied over 77 per cent. both of the candidates and of those who passed.

Sadr Examination.

In the Sadr examination the Gurgaon district stands foremost, passing 30 out of 41 boys. The districts of Rohtak and Hissar come next, but it must be noted that they sent in only 9 boys each. The schools of the Dehli district passed 50 per cent. of their boys, and those of Kurnal and Ludiana only 21 and 14 per cent. respectively. The worst district of all is Ambala, which passed only 7 out of 106 candidates. The 2 boys from Sirsa were disqualified. The results of the Sadr examination are on the whole much inferior to last year's.

Oral Examination.

In the oral examinations though the schools have not on the whole done so well as last year, still the results are not unsatisfactory. 2,435 boys were examined in reading, writing, and spelling their vernacular language and in grammar, arithmetic and geography—and about a fourth of this number in Indian history besides. According to my rule a boy is said to have passed when he fails in *no* subject. 922 boys have therefore proved that they possess a fair knowledge of all these subjects.

In this examination the schools of the Gurgaon district are superior to all others, those of Ludiana and Rohtak are below the average. In the latter district I especially noticed that the lower classes were neglected and to a great degree sacrificed to the higher ones.

New system of examination.

47. In consequence of the new arrangement of classes which has effect from 1st January last, it will be necessary to alter the system of examinations. In a full middle school there are now six classes—the highest class, the sixth will be examined according to the middle school standard. For the 5th class I propose to retain what is called the Sadr examination, for I think it an advantage to give boys, thus far advanced, a written examination with *viva voce* questions in addition.

The 4th class will be examined orally according to the Primary school standard as laid down in Director's Circular No. 50, dated 15th July 1871, with such additions as may be deemed expedient. The lower classes will be examined also orally in the subjects they have read during the year. The classes of Primary schools will be examined with the corresponding classes of middle schools.

English Departments attached to vernacular Schools.

48. The English departments attached to vernacular schools have not been successful in their results. This failure is not difficult to explain according to the scheme of studies adopted in vernacular schools, six hours daily are devoted to Urdu and Persian subjects, and where an English department is attached, the portion of time given to English must be taken from the vernacular studies. Again in most of these schools *all* the boys do not learn English, and I have frequently found that the Persian teachers discourage the boys from joining the English classes. Part of class then is often studying Urdu and Persian *only*, while remainder learns English in addition. I have resolved then that English shall be taught only in those schools in which the desire for it is *general*, and I propose to introduce the Zila school scheme of studies and to make the learning of English compulsory for all boys who are above the two lowest classes. Wherever this is impracticable, I shall recommend the withdrawal of the Government grant, considering that there is not a sufficiently strong desire for English. There are now 12 vernacular schools to which English departments are attached on the grant-in-aid principle, in 6 of these the Zila scheme of studies will be adopted, and the rest closed from 1st May.

D. FEMALE SCHOOLS.

Statistics of Female Schools.

49. The statistics I am here giving of female schools include only such as are under the superintendence of district officers. I shall notice those that are in the charge of missionaries under the heading of aided institutions. District female schools then are at the present time 51 in number one less than at the close of last year.

The number of pupils is 987 as compared with 1,035 for the previous year. The greatest decrease is apparent in the Ambala district; but I do not think the decrease is real. Until lately the female schools of this district have been under the charge of a native Sub-Inspectress and we have not been allowed to see them. Since her dismissal a few months ago, I have examined several of the schools, and the result is a strong conviction in my mind that the Sub-Inspectress most thoroughly neglected her work. In some schools I could find no trace of her ever having visited them, others I found she had last seen three or four years ago. Her dismissal will, I am certain, prove most beneficial to her schools. We met with some slight opposition in our inspection of these schools, but whenever there were any results to show, the opposition rapidly disappeared. I shall explain further on the wretched condition in which I found female education in the Ambala district.

District Schools.

50. I now proceed to notice the schools of each district separately, and in these remarks I shall include all schools, Government and Aided, which are under the control of district officers. I find myself obliged to depend on the notes made by myself and Mr. Carbery during

our tour of inspection, as the usual information afforded by district reports on education have been supplied only by the Deputy Commissioners of Ludiana, Hissar and Sirsa. From the remaining six districts no reports have arrived up to this date.

Dehli District.

51. There are 38 schools in the Dehli district, 5 of them of the middle class. The number of pupils under instruction has considerably decreased from 1,458 to 1,358 though the variation in fees collected amounts to less than a rupee. This decrease in number is entirely in the primary schools, the attendance in the middle schools being almost exactly the same as last year. I am unable to offer any explanation of this decrease as up to this date (May 18th) the Deputy Commissioner's report has not reached me.

Middle Schools.

The Sunipat school, though only lately raised to the middle class, is one of the best in the circle. The Persian teachers have done their duty well and deserve credit not only for their good teaching, but also for the encouragement they have given to induce the boys to learn English. This is the only aided English department in the Dehli district, which I have been able to retain. Those attached to the Arab Sarai and Faridabad schools were quite worthless. The vernacular school at Najafgarh is also a good one, more particularly the Hindi department. Arithmetic is very well taught in this school.

I can report no improvement in the Primary schools of this district, very few did well and almost all were very weak in Grammar, Geography and Arithmetic. I shall hold an examination of teachers of the Dehli district next year as a great many are by no means fit for their appointment.

Female Schools.

There are 9 Government Female schools, giving instruction to 164 girls. The school at Nizamuddin is making fair progress. In four schools in the city of Dehli I am not able to report much improvement. In the best of them, two or three girls can read and write a little, but know neither Arithmetic nor Geography. These schools are by no means equal to the Missionaries' schools at Dehli.

Gurgaon District.

52. Vernacular education in the Gurgaon district has made very satisfactory progress during the year. The number of boys at school has risen from 1,883 to 2,020, and fees have increased from Rs. 408-1-0 to Rs. 552-13-9.

Middle Schools.

There are six middle schools, four of them being aided. Two boys from the Palwul school, and three from Firozpur Jhirka presented themselves at the middle school examination, all passed. The general condition of all these schools is good with the exception of the English department of the Firozpur Jhirka school. It is not satisfactory that out of 93 boys on the rolls, 13 only should consent to take advantage of the English instruction offered to them. The schools at Hasanpur and Punahana have by the new arrangements been lately raised to the middle class.

Primary Schools.

The Gurgaon district has 45 Government Primary schools and 1 aided, containing in all 1,423 boys. They were inspected by Mr. Carbery who reports favorably of them generally, and mentions the schools at Sahi, Harsaru, Nuh, Palwal (Branch) and Hodal as among the best.

Female Schools.

There are 175 girls in the 9 Government schools, and 50 in the 3 aided. Of the three schools at Farrukh Nagar, one at the Delhi gate is doing well, the other two are not of much use. The schools at Riware and Pulla have made fair progress, but there are three or four schools in this district which are not worth keeping up, for instance the schools at Wazirpur, Palwal and Punahana.

Karnal District.

53. The schools of the Karnal district show a very fair increase in attendance, both in Middle and Primary. The collection of fees though somewhat increased during the year, is still very small. From over a thousand boys who are reading in the Primary schools the total of fees realized during the year is fourteen rupees. A comparison with the primary schools of the other districts, less flourishing than Karnal, shows that better management is required. Even in the Sirsa district where throughout the year famine has prevailed and the people have suffered such distress that in parts the villages are almost entirely denuded of the male

population, it will be seen that the fees collected are nearly double of the amount raised in the Karnal primary schools. In the Sirsa district there are 20 schools with 560 boys, in the Karnal district there are 49 schools and 1,019 boys. I have selected the Sirsa district for this comparison as being the next to Karnal in the matter of fees; with the exception of Simla in which no fees are taken, there is no district worse.

Middle Schools.

There has been in each of the three Middle schools a slight increase both in attendance and fees. The Panipat school has an English department of 31 boys besides three branch schools. The English classes passed a fair examination, and in vernacular-subjects, the school is in excellent condition. The branch schools are very inferior. The Kaithal school has also done well, both in English and Persian. An assistant in the English department is much needed. The Pundri middle school has suffered disadvantage from the prolonged illness of the head teacher, and passed a very unsatisfactory examination.

Primary Schools.

The best primary schools in the Karnal district are those at Piti Kaliana, Dhansouli, Rajakeri Gharoundah and Faridpur. Some of the schools are very inferior—Nolta, Rakashaira and Barsat.

Female Schools.

117 girls are receiving instruction in the 10 Government schools of the Karnal district, and 47 in the two aided schools. They have made little or no progress during the year, the school at Pundri has fallen back but the schools at Kaithal are slightly improved.

Ambala district.

54. Though the number of schools in the Ambala district has been diminished by three, the number of boys in attendance has increased by 150. For the year 1870-71 the average number on the rolls monthly was 3,826, and the attendance at the close 3,667, showing that the number was rapidly falling; for the present year the monthly average is 3,667, and the number at the close 3,817. It appears to me that the educational prospects of the Ambala district have not for some years been very bright. The last chief Muharrir was an old servant of Government, but incapacitated by age from displaying much energy in his work. The present incumbent, though possessed of little experience in school work, is a man of intelligence and both able and willing to do his duty. I have hopes then that I shall be able to report greater progress next year, I think however that so large and so important a district as Ambala should not be without an experienced district inspector of schools. I regret to notice that the collection of fees has decreased and that only Rs. 124-6 have been realized, that is each boy in middle and primary schools pays an average of a little over half an anna per annum for his education.

Middle Schools.

The attendance in the 8 middle schools of the Ambala district now numbers 860 boys showing an increase of 59 over last year. Out of 6 boys from these schools who went in for the middle school examination, 5 succeeded in passing, they did very badly in the Sadr examination. The Shahabad school is the best of them, but I found the lower classes badly taught and the assistant teacher not a very competent man. The Thanesur school is a fair one, the lower classes being better than the higher.

Primary Schools.

The Buria school is very inferior, and the English department a farce. Marunda has a fair school, but the Bhareli school is very unsatisfactory. Two boys from Primary schools passed the Sadr examination, and in my oral examination some of these schools did exceedingly well, I may mention especially the schools at Kol, Radour, Jallana and Kotar Khana.

The schools at Pipli and Mostafabad are very bad.

Female Schools.

There are 9 female schools containing or said to contain 203 girls. This is the first year they have been open to our inspection, and on entering the district I gave notice that I should close all schools in which there was any objection raised to my examining the girls. The first school I came to was at Thanesar, though established in December 1870, it had never before been inspected by any one. I found 11 girls present, 8 being little children and 3 behind the curtain. A few could read the Koran, or rather repeat it, but not read easy Urdu Books, I think some thing might be made of this school if carefully looked after by the chief Muharrir, there was little or no opposition raised to my visiting it. On reaching the house in which the Buria school has been supposed to assemble I was met by the teacher who was very reluctant to shew me the register of attendance, at last it was brought and soon showed cause for his reluctance. Since May 1871 no attempt was made to enter the

names of girls. The man who has been drawing pay as teacher told me that 8 girls had been present the day before, but he could with difficulty mention the names of five only. He then went away to call the girls and I waited patiently for three quarters of an hour, at last he returned to say that he could not prevail upon the girls to come as they were all afraid. I am convinced that if ever there was a school here, it has long ceased to exist and that the man has been drawing his pay and doing nothing. The next school I saw was at Mastafabad. There the people of the village positively declined to let me hold any examination, but after some persuasion they yielded and I saw and heard enough to be assured that there was some ground for calling this a school. Two or three girls could read a little though as usual when they are hidden from the view of the examiner there were several attempts at deception. The teacher herself read very fairly from a book she had not seen before. Subject to the regular inspection of the chief Muharrir and Tehsildar, I think this school is likely to do well.

The Faridpur school was said to contain 22 girls, of these 10 were present at the time of my visit. Three girls were brought forward as having completed the first Urdu book, they were unable even to spell out a single word of it. One of them when prompted with a word or two could repeat a couple of lines from memory, but she could not distinguish one letter of the alphabet from one another. I offered the people of the village a good teacher, but they preferred that the school should be closed. Female education has been most shamefully neglected in the Ambala district, and in my opinion the failure of funds from which the Sub-Inspectress was maintained will turn out to be most fortunate for the schools.

Ludiana district.

55. There has been a very slight decrease in the number in attendance at the district schools of Ludiana, *viz*: from 1872 to 1862.

The amount of fees collected is Rs. 584-8-6, a very creditable collection and very nearly the same amount as last year.

The High school at Ludiana contains 131 boys. and has been fairly successful in the examinations of the year. It sent in 30 candidates for the middle school examination, and passed 27. Most of these have joined the oriental school at Lahore with a view to learning English, the rest have remained and are continuing their studies for the entrance examination of the Punjab University College.

Middle Schools.

To the number of middle schools one has been added since last year, there are now eight, of which three are maintained on the grant-in-aid principle. At the Jagram school the attendance has considerably increased, and the two boys who were sent in to the middle school examination passed. The results of the oral examination of the lower classes were not however very satisfactory. A large decrease in numbers has occurred in the Raikot school, attributable probably, as the Deputy Commissioner suggests, to the late disturbances at the place. The school at Machiwara has increased in numbers and in the oral examination stood first in the district.

Primary Schools.

Some of the primary schools of this district are in excellent order and passed well in the Assistant Inspector's oral examination. The schools at Berkhurd. Bahlalpur and Hatur are mentioned with especial praise.

Female Schools.

There are only two female schools, one in the neighbourhood of Ludiana city has lately been established ; the other at Tehara was inspected by Mr. Carbery and is reported of favourably.

Simla district.

56. Under the superintendence of the Deputy Commissioner of Simla there are one Anglo-Vernacular aided school and three primary vernacular schools.

Anglo Vernacular School Kasauli.

In the Anglo-Vernacular school at Kasauli the attendance has decreased from 40 to 35. The classes are not in a very satisfactory condition, and I do not think any great improvement is possible without the appointment of an assistant teacher. There are five classes and one man only to teach them all their subjects. The master, Gunga Singh, has worked very fairly, but

of course cannot accomplish impossibilities. Mr. Gardiner, Assistant Commissioner at Kasauli has taken great interest in the school, and will, I hope, succeed in raising funds sufficient to place it on a satisfactory footing.

Primary Schools.

There are 112 boys being educated in the three primary schools. The school at Kalka has been examined, it contains only the lower classes and there is not much work done. The school at Kakerhatti was not doing well, and at the request of certain lambardars who promised 50 or 60 boys it was removed to a village called Maugna. Owing to the want of a school house and the means to build one this year, Mr. McNabb has sent the school back to Kakarhatti, I hope to see the school at Kotkhai on my way to Kotghar in September.

Hissar district.

57. There are at present 16 schools in the Hissar district containing 675 boys, last year there were 17 schools and 633 boys.

Middle Schools.

The middle school at Hissar has made very satisfactory progress, the number of boys has risen from 60 to 101, and the collection of fees from Rs. 22-10-0 to Rs. 38-2-0. The lower classes were not in a very good condition, and the assistant teacher who has had charge of them has neglected his work.

Primary Schools.

Of the Primary schools those at Barwala, Tohana and Sisai are the best, and those at Balisamand, Kajla and Fatahabad the worst. In all schools of this class I found Geography and Grammar much neglected.

Female School.

The only Female school is at Hissar, and maintained by a grant-in-aid of Rs. 66. It contains 14 girls, but very little progress is visible. The old man who teaches might with advantage be replaced by a female teacher, and I am glad to hear that Colonel Foster has applied for a female trained teacher from Mrs. Winter's Normal School at Delhi, and one has already been sent.

English Department.

The schools at Hissar and Hansi have English departments attached to them.

The Hissar English school has progressed very well—the teacher Sheodial is intelligent and painstaking.

The English school at Hansi has suffered from the misconduct and neglect of the chief Muharrir and English teacher. A short time previous to my visit several boys were admitted merely to make a show in the registers, these boys were in the lowest class of the vernacular school and quite unfit to begin English. This was done with the connivance of Amar Nath, the chief Muharrir.

Sirsa School.

58. In the vernacular schools of the Sirsa district the attendance has increased from 693 to 711. The collection of fees has however decreased from 65-6-0 to 54-15-0, but considering the distress that has prevailed through the district, I do not think this is greatly to be wondered at.

Middle School.

The upper classes of the vernacular middle school passed a satisfactory examination, but the state of the lower classes was not good. The English department of this school has been well taught, and from the highest class I selected three boys who, as I thought, would pass the middle school examination with credit. In consequence of some suspicion of unfair practices they were disqualified.

Primary Schools.

The vernacular schools of this district suffer much from the want of competent teachers. When I inspected in October last, I found that out of the whole staff three only were certificated men. I held a teachers' examination by means of written questions, the result of which will be found further on in para. 60. The best of the primary schools is that at Fazilka. The teacher, Narain Das, though not a good manager, has taught his classes very fairly. There is an English department attached to the Fazilka school and supported by a grant of Rs. 25 from the Municipality. It was established in May last, and the boys are mostly beginners. The Extra Assistant Commissioner, Nasir Ali, takes great interest in the school, and it was through his influence that the English classes were formed.

Female Schools.

134 girls attend the four Government female schools in the Sirsa district. The municipality also support two schools in Sirsa. One of these is rather a good school.

Rohtuck district.

59. Setting apart the new Anglo-vernacular school established at Jhajjar, we find a slight decrease in the attendance at the schools of the Rohtuck district; on the whole there are under instruction about 100 boys more than last year.

Anglo-Vernacular School, Jhujjar.

The Jhajjar aided school has 130 names on the register, 22 being in the middle, and 108 in the lower department. The school has been established since the close of last year and has made good progress. The two classes of the Middle school passed a good examination in all subjects except Arithmetic, and seven out of eleven boys passed the Lower school examination. The Zila school which formerly existed at Jhajjar was closed in consequence of the disinclination of the town to subscribe, as is usual in other places, towards the maintenance of the lower department. A few months after the closing of the school a proposal was made through the Deputy Commissioner to subscribe, Rs. 50 a month, and an equivalent grant having been sanctioned by Government; the present school on the plan of a Zila school has been opened. Raja Lal who was 2nd Master in the Zila school has been appointed Head Master. He is popular and has worked well.

Middle Schools.

There are 4 middle schools and I do not consider that any of them have made proper progress. The school at Maham is the worst, but it is hard to expect very much improvement when one man has without any assistant to teach over 120 boys. The school at Badli has lately been raised to the Middle class. In the schools at Gohana and Bahadurgarh, English has been taught, in the former to 22 boys and in the latter to 15. The teacher at Gohana is a good man, while the English Master at Bahadurgurh took no pains with his work. I have recommended that the English classes in both these schools should be closed as there seems to be no great desire for English.

Primary Schools.

There are 947 boys in 30 primary schools as compared with 1,069 boys in 31 schools at the close of last year. There are good schools at Hasangarh, Kalanor, Sanmpla, Jahazgarh, Jahangirpur, Patoda and Jaksi.

The aided female school ot Bahadargurh contains 22 girls all Muhammadans. Four girls of the highest class were reading the 2nd Urdu and the 1st Persian book, and know something of the map of India and the Punjab.

The attendance at the Government female school has increased from 10 to 16, but has not been inspected this year.

Remarks on District Schools.

60. In concluding this notice of district schools, I have satisfaction in stating that though the teaching is by no means as yet what it should be, still I was impressed by evident signs of improvement in many places. The crying want is however a better class of men as teachers, and a supply of these can now be obtained if district officers will only make up their minds to dismiss incompetent men and replace them by certificated teachers only. With a view to deciding on the merits of the men now employed I have established the the plan of holding each year a teacher's examination in as many districts as I can, and by this means I shall make the district officers acquainted with the qualifications of each individual of their teaching staff. It was with Mr. Oliver, the Deputy Commissioner of Goorgaon the plan originated, and in his district the first experiment was made. We were so well satisfied with the results that this year he has repeated the examination in Goorgaon, and I have examined all the teachers in the Hissar and Sirsa districts. The results shew that with but one or two exceptions in both districts no teachers know any thing of Euclid or Algebra. In the Hissar district the Nagri teachers generally are better than the Persian, but in both Hissar and Sirsa many teachers displayed a very inferior knowledge of Geography and History. In the coming year I shall endeavour to extend the benefits of this plan by holding the examination prior to my inspection of each district, so that I shall have a knowledge of the qualifications of the teacher to guide my judgment of his school. The districts I prepare to examine next are Dehli, Rohtak, and if there is time, Karnal also.

E. GOVERNMENT JAIL SCHOOLS.

Jail Schools.

61. The eight jail schools included within the Ambala Circle have all been examined, and a report of them has been submitted. There are in all 688 prisoners receiving instruction. As a rule they attend in the school room one hour a day, but it is very difficult to discover what progress has been made. The teacher will bring the most advanced men prominently forward and pretend that they knew nothing on admission.

I have generally on fuller enquiry found this to be untrue.

In the Ambala jail school, Dr. Bateson has adopted a plan, which I would recommend to the notice of all Jail Superintendents. It is this. A book is kept in which, when a prisoner enters the school, the state of his education is noted, and periodically his progress is marked. I found this book of the greatest assistance to me. I need not here enter into details of each school which have already been given in my special report. It will suffice to mention that the school at the Ambala jail is by far the best of all, and next in order of merit comes the Hissar school. Very little progress seems to me to have been made in the schools at Dehli and Karnal, and the Sirsa jail school is very inferior and requires much careful supervision.

SECTION III. AIDED INSTITUTIONS.

B. Schools for European and Eurasian Children.

These schools not yet examined.

62. For the reasons stated in para 103 of my report for 1870-71, I have deferred my examination of the Bishop Cotton School and the Punjab Girls' school till September. Last year I examined them in June and July, and found that the classes generally of both schools had made fair progress, though there was a want of uniformity in the work done, owing entirely to many of the children having returned to school weeks after the commencement of term.

Bishop Cotton School.

63. The Bishop Cotton School now contains 110 boys, of whom 15 are day boys. The yearly schooling fee is Rs. 120 and Rs. 80 according to age. The subjects of instruction are English, Latin, Mathematics, History and Geography. Urdu and Hindi are also taught sufficient for the lower standard examination. The candidates from this school have been very successful in the competitive examination for admission into the Rurki College, three boys went up and passed, taking the 2nd, 4th and 5th places in a long list. One of them stood first in Mathematics. In the Calcutta University Entrance Examination, four passed out of five candidates.

Punjab Girls' School.

64. There are now 49 girls at the Punjab Girls' school, at the close of last year there were 38. Though the valuable services of Miss Birch have been lost to the school through her resignation and return to England, still the staff of teachers employed is an efficient one.

C. Higher Class Schools for Natives.

General Statistics.

65. From the higher class aided schools I exclude the higher vernacular school at Ludiana, which is under the control of the Deputy Commissioner, and has already been noticed under the heading of its district. The number of pupils on each of the remaining three schools of this class has increased the total number under instruction having risen from 654 to 792.

The public money expended on them has increased from Rs. 7,492 to Rs. 7,770, and the annual cost to Government of educating each boy in these schools has therefore decreased from Rs. 11-7-3 to Rs. 9-12-11.

S. P. G. Mission School, Dehli.

66. Though the number in attendance at the Dehli S. P. G. Mission school has increased from 154 to 181, the amount of fees collected during the year has decreased by Rs. 94-14-9. The school has lost the services of the Rev. J. H. Crawfoot, who has been obliged by ill health to return home, and is now under the management of the Rev. R. R. Winter and the Rev. Tarachand. Six boys passed the Calcutta Entrance and four the middle school examination. Mr. Kirkpatrick examined the classes and pointed out defects in Arithmetic and Grammar. No attempt is made to teach the meanings of rules.

The classes are backward in Arithmetic and in the lower school examination only 13 boys succeeded out of 31 candidates.

American Presbyterian Mission School, Ambala City.

67. The American Presbyterian Mission school in Ambala city has made very good progress during the year. The number of boys has increased from 224 to 305, and the collection of fees from Rs. 222-13-2 to Rs. 305-7-9.

The school is divided, according to the Government scheme into an upper, a middle, and a lower department, and it has besides a Pandits' and a Pandhas' department in which Sanscrit and Hindi are taught.

In the Calcutta University Entrance examination one boy passed in the 3rd division, and in the middle school examination the three boys, who were sent in, all passed. Out of 34 candidates at the lower school examination 22 were successful. I was well pleased with my oral examination of the upper and middle departments—the boys read English generally with a better pronunciation than is found in Government schools. In Persian the classes are well up in reading and translating, but sufficient attention has not been paid to Grammar.

The lower classes generally are weak in Arithmetic.

There are two branch schools containing together 111 boys. I have suggested to Mr. Morrison that a scheme of studies should be laid down for these schools, and that drafts into the main school should be made at fixed times only. One of these branches was originally established for low caste boys, and now out of a total of 76 only 17 are chumars. This shows that though a Hindu will raise an uproar if a low caste boy is admitted into a mixed school, still he has no objection to enter a school intended for low caste boys. We may judge of the great influence the Missionaries have gained at Ambala by the fact that they never grant native holidays in their schools. My examination which lasted three days, was held during the Maharram, a time when any other schools would have been almost empty. I noticed that the attendance was particularly good.

American Presbyterian Mission School, Ludiana.

There is an increase of about 10 per cent. in the attendance at the Ludiana Mission school, and the annual amount of fees has risen by more than Rs. 200.

Five out of 8 candidates passed the middle school examination, but on account of the backward state of the school in Arithmetic I was unable to hold any lower school examination. In the main school there are 11 classes, in all of which English is taught.

Arithmetic is not at present learnt below the 7th class, so that boys of the 8th and 9th classes, who, as far as Urdu reading and writing are concerned, are quite up to the standard of the lower school examination know no Arithmetic at all. I think it is a mistake not to teach the subject earlier. The Rev. Mr. Bergen has the superintendence of the school, and is endeavouring by degrees to arrange the classes acccording to the Government scheme of studies. With the exception of Arithmetic in which every class is less advanced than it should be, I consider the progress made quite satisfactory.

The four branch schools contain 202 boys, but I do not look upon them as doing much efficient work. There appeared to me to be a great want of system in the sub-division of the classes. Each branch is supposed to have but one class, which corresponds to the lowest class of the main school. But in branch No. 1, I found no less than seven divisions of the class reading as many books, and in branch No. 3 there seemed to be no classification at all, and the teacher scarcely knew what each boy was learning. If an uniform course of study were laid down for these branch schools, it would tend greatly to increase their efficiency. The books required by the grant-in-aid rules have all been carefully examined in the three Mission schools of Dehli, Ambala and Ludiana, and were found to be properly kept up.

D. MIDDLE CLASS SCHOOLS FOR NATIVES.

68. Besides the Aided schools of the middle class which are under the charge of the Deputy Commissioners, and have already been reported on, there are the American Presbyterian Mission schools at Ambala Cantonments and Sabathu. The number in attendance 168, is almost the same as at the close of last year, but the collection of fees has improved by about Rs 20..

Ambala Cantonment Mission School.

69. The Ambala cantonment school has not made such good progress as the school in the city, but as Mr. Morrison has now taken up his residence in cantonments and will personally superintend it, I have no doubt I shall be able to report better results next year.

The Head Master is anxious to make his school look well on paper and has been promoting his boys a great deal too rapidly. The upper classes especially were very inferior and by no means up to the work they professed to know. I held the lower school examination and was able to pass 10 out of 16 candidates. In the branch school there are 94 boys who as soon as they reach a certain standard are drafted into the main school. If a more uniform system of studies were adopted it would prove an advantage.

Subathu Mission School.

70. The American Presbyterian Mission school at Subathu has 42 boys on the rolls, and receives a grant of Rs. 30 a month from Government. The classes have lately been examined by the Assistant Inspector who reports favourably of the results. He remarks that most of the boys read well and were proficient in Geography, but were inferior in Grammar, translating into Urdu and Arithmetic. Mrs. Janvier and Miss Morrison teach for several hours daily, but no credit is taken in the accounts for their services. The books required by the grant-in-aid rules are correctly kept up.

E. LOWER CLASS SCHOOLS.

General Statistics.

71. There are in all 45 lower class aided schools. The number of pupils receiving instruction has risen from 2,584 to 2,707, and the Government grant-in-aid has been increased from Rs. 5,832-6-11 to Rs. 6,430-14-3. The cost of each pupil from public funds has consequently risen from Rs. 2-4-1 to Rs. 2-6-0.

Most of these schools have already been noticed as branches of Zila and aided schools. There remain only the Church Mission schools at Kotegurh and the native school at Sanawur.

Mission Schools, Kotegurh.

72. Two of the Mission Schools at Kotgurh have been closed since last year, and now nine remain, giving instruction to 127 boys. When I visited Kotgurh in September last, there were 10 schools in existence. From 8 of these 68 boys attended my examination, the remaining two schools being situated on the other side of the Sutlej, were not present. The largest school is that at Kotgurh in which the attendance during the winter months rises to 30 or 40. It would be unreasonable to expect to find hill schools equal to schools in the plains, so that making allowance for this I think that the progress in these schools has been fairly satisfactory. Reading and writing, Hindi and Arithmetic comprise the whole course of his instruction. Urdu is also taught to such as wish to learn, but it is not compulsory. The boys are mostly small, and remain but a short time in the school, for as soon as they grow big enough to carry a load, they go off to earn a livelihood. I think Mr. Rebsch requires more aid in the management of his schools, and I am glad to hear that an European Assistant is expected from home.

Native School Sanawur.

73. The English department of the Sanawur school has been closed, and there now remain only the two classes of the lower department with an average attendance of 14 or 15. This school was originally established for the sake of the natives employed in the Lawrence Asylum, but as there are on the rolls only six boys belonging to Sanawur, I do not think they can care much about it. Even when English was taught, the attendance in the middle department had fallen to *two*. The classes have been fairly taught in Urdu and Persian, but the teacher has neglected Arithmetic. 7 boys of the upper class came up for the Lower School examination, 3 only passed, all the rest failing in Arithmetic. The expenditure on the school amounts to Rs. 24 a month, which is very high. The teacher's pay is Rs. 20—a man on half that salary would answer every purpose.

F. FEMALE SCHOOLS.

74. Most of the aided female schools have already been reported on under the districts to which they belong. There remain the schools which are superintended by the Missionaries at Sabathu, Kotgurh and Dehli.

Sabathu Female School.

75. The Sabathu Female School under the management of Mrs. Janvier contains 19 girls. The highest class read and write both Hindi and Urdu, the lower girls learn Hindi only. They can all do a little Arithmetic. I look upon this as a prosperous little school and of considerable benefit to Sabathu.

Kotgurh Female School.

76. There are 10 girls receiving instruction in three of the Kotgurh schools and the Mission receives a grant of Rs. 10 a month. I examined 5 who were present at the time of my visit, two of them could read a little Hindi, the remaining three were learning their letters.

Dehli Mission Schools.

77. The female schools of the S. P. G. Mission at Dehli are six in number. I examined four of them, and as I reported last year, they are better than any others of this class in the circle. Several of the girls can read the 3rd Urdu book very well, and have a fair knowledge of the map of the world and Asia. They can also work sums in the four simple rules. The Zenana school with 98 pupils is not open to inspection. Some of these pupils are, I am told by Mrs. Winter very fairly advanced in Urdu and can read and translate a little English.

Indigenous Schools.

78. The only indigenous schools that I can report of as being of any importance are the schools in the city of Dehli, under the superintendence of the Rev. Mr. Smith. These schools 11 in number were established by Mr. Smith before his departure for England, and having been closed during his absence, he has now re-opened them. They contain about 250 boys with an average daily attendance of 200. In the central school containing 60 boys about half are chumars, in the other schools *all* are low caste boys. In the central school alone is any fee taken and about Rs. 2 a month are realised. I have visited these schools and examined some of the classes cursorily, but have held no regular examination as Mr. Smith was obliged to leave Dehli at the time I had appointed to see them. I hope to visit them again when I return to Dehli in June. These schools received a Government aid of Rs. 250 for last year.

I have taken every opportunity, while in tour, of seeing indigenous schools, but have not been able to select any as worthy of Government support. In many cases where I have offered a grant-in-aid, the teachers have declined to accede to the conditions proposed.

SECTION IV.

INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

Government Wards' Institution, Ambala.

79. The Government Wards' Institute now under the charge of Mr. W. A. Robinson contains the following ten young men :—

1. Sheo Narain Singh of Parkholi.
2. Ibrahim Ali Khan ... } of Maler Kotla.
3. Inayat Ali Khan ... }
4. Faiz Mahammad Khan ... of Kotla Nihang.
5. Gurdial Singh ... of Faridkot.
6. Tara Singh ... of Barheli.
7. Narain Singh ... of Manak Mazra.
8. Jewan Singh ... of Shahzadpur.
9. Harnam Singh ... of Moran Jalandhar.
10. Baqar Ali Khan ... of Maler Kotla.

These ten lads, all of whom except Baqar Ali Khan were present at my examination, are placed in two classes.

The 1st class contains 5 names.

1. Sheo Narain Singh reads well, with a fair pronunciation, but is not expert at giving the meaning of what he reads. He writes pretty well and worked two sums in Arithmetic correctly. He is rather weak in spelling. The class generally would benefit by more frequent practice in writing from dictation.

2 & 3. Ibrahim Ali Khan and Inayat Ali Khan, the two Maler Kotla boys are very backward in all subjects. In reading and explaining they are very inferior to their class-fellows and in Arithmetic they could with great difficulty work a compound division sum. In dictation they both did badly.

4. Faiz Mahammad Khan has not made very satisfactory progress since I last examined him. He was then, I considered the best in the class, and full of energy and desire for work. In reading English he is certainly improved, but in Arithmetic and Geography he seems to have come to a stand still.

5. Gurdial Singh, this boy is undoubtedly the sharpest and most industrious in the class. I am told he has only lately joined, and the progress he has made is indeed very remarkable. He reads well and explains excellently ; his knowledge of meaning of several uncommon words and phrases, showed me he had taken pains with his work and been at the trouble of storing up carefully the explanations he had received. In Arithmetic he is by far the best, but like the rest of the class he is weak in spelling.

The four boys of the 2nd class read (in English) words of one syllable. In Persian three of them have finished the 1st book, and in Arithmetic can work sum up to simple division. The fourth boy Harnam Singh is comparatively backward.

Government Normal school for Masters.

80. The Normal school at Delhi now has on its rolls the names of 54 students, with an average daily attendance of 50. In accordance with Director's Circular, No 3, dated 9th January 1872, the classes are arranged as below—

3rd year class	...	...	...	7	students
2nd year class	...	...	...	23	do.
1st year class	...	...	...	24	do.

During the past year 43 men have passed out of the school, of whom 25 have received appointments in the educational department.

At the final examinations for certificates held in April and October 1871, there were 17 candidates, all passed except one who was proved guilty of using unfair means.

Several changes have taken place in the teaching staff, resulting in the reduction of the number of teachers from eight to six.

The model school attached to the Normal school is superintended by a certificated teacher sent from Amritsar and proves of much practical utility as a training school for the students.

To Maulavi Zakaullah the Head master and his Assistants my acknowledgments are due for the able manner in which the work has been conducted during the past year. I offer my thanks also to Mr. Rodgers for his useful visits to the school and the suggestions which he has from time to time been good enough to make.

Aided Normal school for Females at Delhi.

81. The aided Normal school for Females of Delhi is under the superintendence of Mrs. Winter of the S. P. G. Mission. There are two departments of this school, one for Mussalman women and the other for Hindus, and they have altogether 59 women under instruction. In the Mussalman classes the women are generally more advanced than in the Hindu department more especially in Arithmetic. The Mussalman women do not, I think, get sufficient practice in teaching, in the Hindu department there are rudimentary classes which are taught by the more advanced students of the Norman school proper.

During the past year 12 women have obtained employment, 5 of them under Government, 5 in Missionary schools and 2 in private families. The highest salary obtained is Rs. 30.

Services of District Officers acknowledged.

82. In conclusion I beg to acknowledge the valuable assistance I have received from the District officers. My special thanks are due to the following gentlemen for their hearty co-operation in all educational matters :—

J. H. Oliver, Esquire, Deputy Commissioner, Gurgaon.
Major Forster, Deputy Commissioner, Hissar.
R. G. Melvill, Esq., Deputy Commissioner, Sirsa.
M. L. Dames, Esq., Assistant Commissioner, Sirsa.
Captain C. Beadon, late Deputy Commissioner, Ambala.
Major Parsons, late Deputy Commissioner, Simla.
J. W. Gardiner, Esq., Asst. Commissioner, Kasauli.

The usual list of Native gentlemen whose services are worthy of recognition will be forwarded separately.

I have had every reason to be satisfied with the work of Babu Hurjus Rai and Munshi Gunga Gir of my Office.

C. R. COOK,

Inspector of Schools, A. C.

LAHORE CIRCLE.

INSPECTOR—C. W. W. ALEXANDER, ESQUIRE, B.A.

I have the honor to submit my annual report for the year ending 31st March 1872.

General statistics.
1. No. of Schools & Scholars.

2. The number of schools in the Lahore Circle, including, aided but not indigenous schools has been reduced from 895 to 878, or by 17. The chief reductions have been among the female schools, of which 5 Government and 12 aided schools, which shewed no prospect of improvement, have been closed. The only falling off in the Circle has been in the number of the schools; in every other respect there has been substantial and satisfactory advance, almost every class of school shewing increase of numbers, and general progress. In Government schools the number of pupils has increased from 30,985 to 32,169, and in aided schools from 9,566 to 9,872. There has thus been total increase in the number of students from 40,551 to 42,041, or of 1,490. The average daily attendance has increased from 31,784 to 34,288, almost the whole of which increase has occurred in Government Schools.

2. English students.

3. The last year I had to report a great reduction in the number of boys learning English. During the year under review the number of English students has increased by 650, that is from 3,725 to 4,375. In Government Zil' Schools there has been an increase of 283, but the greatest increase has been in aided schools.

3. Fees.

4. There is no better test of the popularity of schools than the willingness with which increased fees are paid, and in the year just ended there has been a greater increase in this respect than in any previous year, I see that in my last report I put down the fees for the year 1870-71, as Rs. 17,808, but on looking over the figures again I find that it should have been Rs. 16,816. In the year just closed they amounted to no less than Rs. 20,428, and I have every reason to believe that I shall next year be able to report a still greater improvement.

4. Mahomedan education.

5. A great deal has been said during the year about the backwardness of the Mahomedans to take advantage of the means of education offered to them in Government and aided schools. It would be impossible and undesirable for me to enter fully into this question here, but I think it would not be out of place to mention briefly that the facts and arguments that have been brought forward by those who know only the Lower Provinces do not apply with full force to this portion of the Panjab. In the Lahore Circle the Mahomedans are 41·8 per cent. of the whole population, and I find that, taking the schools of all classes, 37·38 per cent. of the whole students are Mahomedans. In female, jail, and normal schools there are far more Mahomedans than others, while in upper class schools they are only 25 per cent. of the whole number of boys. In Middle class schools there are about 30 per cent. of Mahomedans, and in Lower class schools about 32 per cent.

SECTION I.—CONTROLLING AGENCIES.

Only actual changes in controlling establishment.

6. The only actual changes in the controlling agency of this Circle have been the appointment of Babu Partab Sing to be District Inspector of Jalandhar, and of Pandit Jai Narayan to the same post at Firozpur, the Chief Moharrirs of both districts having been otherwise provided for.

Proposed superannuation of Mr. Mackintosh.

7. Another change has been proposed and sanctioned, but has not yet been carried into effect, Mr. Mackintosh, Assistant Inspector of schools, being above 55 years of age, comes under the operation of the rule lately enforced by the Supreme Government that officers above that age should be made to retire; and Master Piyari Lal has been appointed in his place. Mr.

Mackintosh, however, has not served continuously long enough to qualify him for a pension, and at the same time he is active and energetic enough to be able to perform the duties of his post with perfect efficiency. He has therefore applied either to be allowed to serve longer so as to qualify for a pension, or that as a special case pension may be granted to him now. Pending the answer to this application he has continued to hold the post of Assistant Inspector.

Inspection work done during the year.

8. Several interruptions to regular inspecting work have occurred during the year. In December I was appointed member of a Committee, for drawing up a scheme of examinations for the Panjab University College, and this detained me in Lahore for three weeks of the busiest time of the year. In January and February I was obliged to take a month's leave, and though Mr. Cooke was appointed to officiate for me, still as he had charge of his own Circle also, he was not able to do so much as might have been done had my work been uninterrupted. Notwithstanding these drawbacks I am happy to be able to report that a greater amount of inspection was done during the twelve past months than in any previous year. With the exception of two pargannahs of the Hushyarpur district, every part of the Circle has been carefully inspected and reported on.

Services of Mr. and Mrs. Mackintosh.

9. Mr. Mackintosh has been indefatigable in his work, and has shewn great energy and power of endurance. Nearly all the hot weather he was marching through the low valleys of the Kangra district, a work, as I know by experience, of a very trying character. Immediately after the Normal School Examination in October, Mr. Mackintosh started into camp, and did not complete his tour until the end of April. Mrs. Mackintosh accompanied him wherever there were girls schools to be visited. I cannot speak too highly of the manner in which both Mr. and Mrs. Mackintosh have discharged their duties. Their devotion to their work is very great ; their characters command the respect and confidence of the natives ; their experience of educational matters is sound and extensive ; and their reports are always interesting and practical. It will be a great loss to the Department when Mr. Mackintosh leaves it.

Inspector's work.

10. It does not seem necessary to describe my own movements in detail. It will suffice to say that I have been constantly on the move during the whole year with the exception of the two intervals noted in para. 8, and a few weeks spent at Dalhousie in July and September, during part of which I was occupied with the written examination of the College classes.

Work of District Inspectors.

11. I have already mentioned that in the Jalandhar and Firozpur districts the former Chief Moharrirs were replaced during the year by District Inspectors. The latter were appointed only at the beginning of the cold weather, so that sufficient time has not elapsed for their work to be fairly judged. The Deputy Commissioners, however, of both districts, speak in very favorable terms of the new men, and anticipate excellent results from their management. Maulvi Karim-ul-din at Amritsur has effected some improvement in the organization and teaching of the schools of that district, but during the early months of the year he was detained too much at the Sadar by orders of the Deputy Commissioner, Major Birch, and consequently he did not do as much inspection work as he should have done. Pundit Sobha Ram at Gurdaspur has been conspicuous for activity and zeal, Jai Gopal Sing of Syalkot is reported of by the Deputy Commissioner in terms of the highest commendation, and there is no doubt that he has performed his duties with an intelligence and ability that merit the strongest praise.

Services of Chief Moharrirs.

12. The Chief Moharrirs of the Lahore, Gujranwala, and Hushyarpur, districts remain the same, and have continued to work satisfactorily. In the Kangra district a change has been found necessary, and the new man has been at his work too short a time for me to be able to judge of his powers.

Local Committees of public instruction.

13. None of the Local Committees have shewn any activity this year. The Firozpur and Gujranwala Committees have been most regular and attentive to their duties ; and the Batala Committee has shewn a little more life than usual.

SECTION II. GOVERNMENT SCHOOLS.

A. Government Zil' Schools.

14. The past year has witnessed the steadily advancing progress of the Zil' schools.

General statistics.
1. No. of School.

The system of division of the schools into departments, each complete in itself and working up to its own standard, has worked most excellently as will be shewn by the statistics of the schools given below, and by the results of the examinations. One result of the advance made by the boys in the higher classes has been the necessity for opening a new upper school at Hushyarpur. The returns thus shew in the Lahore Circle 4 upper schools, all under the Inspector. The Middle schools are the same in number as last year; but the lower schools have increased in number by 5, four new branch schools having been established in Lahore, and one at Batala.

2. No. of Students.

15. The number of students in the three departments of Zil' schools has increased from 2,974 to 3,541, or by 567 boys. The number of boys in the upper schools has increased by 44, in the Middle schools by 183, and in the lower schools by 340. The number of boys entered in the 5 new branch schools amounts to something over 300, so that the older branch schools do not shew any great increase of attendance. They have contributed upwards of 300 boys to the Middle schools, and have filled up their places by new admissions; and this is all they could be expected or desired to do, inasmuch as they are already attended by as many boys as can be accommodated in the present buildings or taught by the present staff of teachers.

Increasing numbers will involve increased expenditure.

16. The increase in the numbers of boys in Zil' schools, and especially in the upper and Middle departments, suggests an anxious reflection of how we are to meet the requirements of the future. Every year the lower schools will send increased numbers of boys to the Middle schools, and in Middle schools already the staff is barely sufficient for the work. Each year the number of boys passing from the Middle to the upper schools will become larger and larger, and it will be necessary to establish new upper schools in several of the larger towns, in fact, in a very short time we shall require increased accommodation and more teachers, and we ought to consider in time how funds may be raised to meet the additional outlay.

3. Fees.

17. The increase in the number of pupils has been accompanied by a larger increase in the fees. Altogether in the three departments the increase of fees has been Rs, 1,067 or from Rs. 5,245 in 1870-71 to Rs. 6,312 in 1871-72. In upper schools the increase has been from Rs. 741 to Rs. 918, in Middle schools from Rs. 1,936 to Rs. 2,201, and in lower schools from Rs. 2,568 to Rs. 3,193. These figures are independent of the fees collected in the Sirdar's class of the Lahore school, to which I shall allude further on.

4. No. of boys learning English.

18. The number of boys learning English has increased from 659 to 863, that is by 204. This increase is partly due to the fact that in the Anglo-Oriental upper school English is taught now to all the students instead of only to a few; but the chief cause of the increase is the larger number of boys promoted from the lower to the Middle schools.

Athletic Sports and Cricket.

19. Athletic exercises including cricket have received a good deal of attention in all the Zil' schools, but the organisation of the Amritsur Cricket Club under Mr. Harvey, has placed the school at that place at the head of all others in the province. A number of matches have been played, and in some between the boys of the Amritsur school and elevens of H. Majesty's 92nd Highlanders, and 54th Foot, shewed that the native boys could hold their own very fairly against the European soldiers. The Champion belt was again won by Amritsur.

University Examination.

20. Two matriculation examinations were held during the year, one for the Panjab University College in October, and the other for the Calcutta University at the usual time. For the former the Lahore school sent in candidates, and the Amritsur school 2. From Lahore 9 boys passed, and from Amritsur, one boy. The following table shews the results of the Calcutta University Entrance Examination :—

Name of School.	Number who passed in.			No. who failed.
	First Division.	Second Division.	Third Division.	
Lahore ...	...	3	3	10
Amritsur ...	...	...	...	13
TOTAL ...	...	3	3	23

Middle School Examination.

21. The Middle school examination has given results still better than those of the previous year. There were 44 candidates of whom only one failed, and the percentage of marks gained was very much higher than on any former occasion. The two highest places on the list were gained by boys of the Hushyarpur school, who are closely followed by 11 other boys all belonging to the Zil' schools of this Circle, so that altogether the first 13 places were taken by boys from the Lahore Circle. The highest average marks were obtained by the boys of the Hushyarpur and Rahun schools, all of whom obtained more than 50 per cent. of the maximum marks in every subject except English, in which also they did very well. The following table will shew the improvement that has taken place in teaching English during the past two years :—

Year of Examination.	Percentage of boys who obtained.		
	More than 30 per cent. of maximum marks in English.	More than 40 per cent. of maximum marks in English.	More than 50 per cent. of maximum marks in Eng.
November 1869	59·4	17·2	1·5
" 1870	87·7	46·9	14·3
" 1871	95·5	55·5	22·2

Altogether 73·3 per cent. of the candidates obtained more than 50 per cent. of the total marks and 97·7 obtained more than 30 per cent. The following table shews the number of candidates and the number who passed from each Zil' School :—

Name of School.	No. of Candidates	No. passed.	No. failed.
Lahore	8	8	
Amritsur	14	13	1
Hushyarpur	5	5	
Rahun	8	8	
Gujranwala	5	5	
Batala	4	4	
Nurpur			
Total ...	44	43	1

Lahore Zil' School.

22. Last year I had to notice a falling off in the Lahore Zil' School, though I was able to report that the school had already begun to improve, and would probably soon regain its efficiency under the able management of Mr. Staines, the Headmaster. I am happy now to be able to state that in numbers, discipline, and progress the school has very greatly improved, and that it is in as good order as could be desired. The number of boys in the three divisions of the main school, has increased from 244 to 318 ; that is there has been an increase of from 54 to 74 in the upper school, of from 81 to 115 in the Middle School, and of from 109 to 129 in the lower school. But during the year four new branch schools have been opened which have increased the number of boys in the lower school to 390. There were therefore at the end of the year altogether 579 boys under instruction in the Lahore, against 244 at the begining, these figures being exclusive of the boys in the Anglo-Oriental Upper school.

Fees.

23. In the upper school, fees to the amount of Rs. 594 were realized during the year being an increase of Rs. 84 on the previous year. In the Middle school the fees amounted to Rs. 627 or Rs. 18 more than in the previous year. And in the lower schools the fees were Rs. 504, or Rs. 144 more than in the year before.

Altogether the amount collected in fees was Rs. 1,725, an increase of Rs. 246 on the collections of the preceding year. These figures do not include the fees of the new Sirdar's class, or those of the Anglo-Oriental upper school.

Lahore boys in upper school.

24. One of the most discouraging features in this school used to be the small number of the Lahore boys who continued their studies beyond the Middle school standard. Last year there were only 7 *bonâ fide* Lahore boys in the upper school. Efforts have been made to remedy this state of things, and the number of Lahore boys has now been increased to 18. Next year I hope to be able to report still greater improvement in this respect, as the highest class of the Middle school contains 20 boys, almost all belonging to Lahore, the majority of whom it is expected will join the upper school next year.

Examination.

25. Nine boys of the old first class passed the Entrance Examination of the Panjab University College. These nine boys with four others went up also for the Calcutta University Entrance Examination, and 6 of them passed. Four of the boys who passed the Panjab Examination failed in the Calcutta test. These results were not as good as I expected, but were not discreditable to the school under the circumstances. Ten of the passed candidates have entered the Lahore College. In the Middle school examination all the boys passed, one of them being third and another fifth in the list for the whole province. Their answering in all subjects was very good, and showed that they had been carefully prepared. The lower school examination was passed by 35 boys, of whom 6 came from the new branch schools. All these have entered the Middle school.

Establishment of Sirdar's class.

26. A new feature in the school is the new Sirdar's class. In para. 20 of my last year's report I mentioned that a considerable agitation was being made by a few men of good means, who could and did give their sons instruction in Persian at their own homes, against the Government system of teaching subjects of general knowledge through the vernacular. As it was impossible to alter our system, which was adapted to the wants of the mass of the people in order to meet the case of a few rich men who could afford to have their sons educated in any manner they pleased, I counselled these gentlemen to establish a school of their own to appoint their own teachers, and to adopt their own system of instruction. They were anxious, however, to have their sons under the supervision of the Headmaster of the Government school, and they wished the management of the school and selection of teachers to rest with the Educational Department. I therefore agreed with them to form in the school a class for their sons, the teacher or teachers of which should be paid exclusively from the fees collected in the class, and I appointed a young man of ability and energy to be the first teacher of the class. This class at first contained only six boys and the fees amounted to Rs. 34 a month; now there are 12 boys in the class and the fees are Rs. 64 a month. The class is divided into three sections, of which the highest is equal to the 6th Middle school class. When the boys pass the Middle school examination they will enter the ordinary classes of the upper school. The formation of this Sirdar's class has increased the popularity of the school, and has certainly stopped for a time the agitation against the Government system of instruction to which I have before alluded.

Lower School.

27. The lower school is in very good order and is a most efficient Primary School. It contains two classes, the highest including 59 boys, most of whom may fairly be expected to pass the lower school examination in December and pass into the middle school.

The New branch schools.

28. A grant of Rs. 50 per mensem having been given by the Municipal Committee for the establishment of branch schools and an equivalent grant-in-aid having been obtained from Government, four new branch schools were opened in September. They have hitherto worked very successfully, and though they had been open so short a time, they passed 6 boys at the lower school examination in January, all of whom entered the middle school. During the first month after their opening these schools contained 179 boys and the fees amounted to Rs. 13-8. For the last month in the year (March) the number of boys was 261 and the fees Rs. 19-12. The fees are rapidly increasing in amount, and will probably soon reach a sufficiently large sum to enable me to increase the salaries of the more deserving of the teachers. It is remarkable that nearly 65 per cent. of the boys in these branches are Mahomedans, while in the main school the percentage is only about 26

29. Since the date of my last report the arrangements for putting the Boarding house

The boarding house.

on a good footing have been completed. Last year the boarders were located in the Humám near the Dehli gate, but this proved so unhealthy that it was impossible to allow them to remain there, and the commodious building known as Lal Sing's Toshakhana was put in order for their reception. Here at the present time 56 boys are living under the charge of a paid superintendent, and native doctor, both resident on the spot. Regular hours are fixed for every part of the daily routine, habits of cleanliness and tidiness are insisted on; and active exercise is enforced. The boys have been remarkably healthy since they moved into the new building, and living, as they do, in great comfort, they thoroughly appreciate the benefit that has been conferred on them by the establishment of the Boarding house.

Accommodation not sufficient.

30. But though the Toshakhana forms an excellent boarding house as far as its accommodation extends, it is by no means large enough for the purpose, so that in addition to the 56 boys living in it, there are 27 others for whom it has no room. These are temporarily located in some vacant rooms above the Zil' school building under the charge of a native doctor, but this arrangement is both expensive and inconvenient, and it is most important that we should obtain a building large enough to contain not only the whole of the present number of boarders, but the very much increased numbers that we shall certainly have in the course of a few years. The building formerly used as the Medical school Hospital, and situated on a rising ground in the Hira Mandi, would, if put into repair, answer the purpose thoroughly well, and if this cannot be procured it will be absolutely necessary to have a new house specially built for the accommodation of the boarders.

Notice of the Masters.

31. Mr. Staines, the Headmaster, deserves the highest praise for the tact and energy with which he has brought a somewhat disorganized school into a state of discipline and efficiency, as well as for his management of the boarding house, and the organization of the new branch school. He has been well assisted by Babu Chandra Nath Mitra, his 2nd Master, and by Babu Kashi Parshad the 3rd Master. Lala Sawaya Ram, Headmaster of the Middle school, also deserves special commendation; and I should also mention Pundit Bhandat, the superintendent of the boarding house. The other masters have also given satisfaction, especially Nand Sing, the teacher of the Sirdar's class, and the principal manager of the cricket club and athletic sports. No changes of importance have been made in the staff.

The Anglo-Oriental Upper School.

32. The Anglo-Oriental Upper school which is held in the old Hamám near the Dehli Gate, has had a considerable access of pupils during the year. At the close of last year there were 30 students in the school, but during the first few months of the year this number fell to 15 owing chiefly to the distaste of the students for the course of study which was then entirely vernacular. An alteration was thus found to be absolutely necessary in the course of study, and accordingly a scheme was drawn out which will enable a student, who has passed the Middle school examination in the vernacular, to prepare himself for the University Entrance Examination in English in 4 years. This course is very popular, and the number of boys is consequently only limited by the prescribed condition that they shall pass the Vernacular Middle school examination before entry. After the last Middle school examination a large number of boys joined the school and at the end of the year there were 46 on the rolls. The fees for the year were Rs. 69 against Rs. 38 received in the previous year. But here I must remark that the reason for the lowness of the fees is that the accession of numbers took place only two months before the end of the year. Fees are now being levied at the rate of Rs. 27 a month, and are monthly increasing.

State of the school.

33. At present, the boys having for the most part only recently joined, there is only one class, the lowest of the four, in the school. This is divided into three sections, the highest of which has just completed the course of study prescribed for it, and will shortly be promoted to the next higher class. The classes have been well taught, and have made, as was to be expected from boys selected for ability and application, very rapid progress. The chief defect in the school is one that can cause no surprise; *viz*: bad pronunciation of English, for it is naturally much more difficult for young men of 16 and 17 years of age to acquire a correct accent, than for those who begin English when they are quite young. M. Wahab-ul-din, who had charge of the school up to the time of its re-organization, performed his duties with commendable energy and perseverance. Bharon Pershad B. A. of Dehlie, who since had charge of the school has also worked well.

Amritsur Zil' School.

34. I am happy to be able to report that the Amritsur Zil' school has continued to progress in a manner that has satisfied my highest anticipations. The advance, indeed appears to have become so steadily progressive that it will soon tax all our powers to provide accommodation and teachers for the increasing number of boys. As I anticipated in my last report the number of boys in the main school became so large, and the inconvenience felt from the crowding was so great, that it was necessary to remove the whole of the lower school to another building, and since then the increase of numbers has been so great that notwithstanding the relief afforded by the removal of the lower school, the classes are still overcrowded. In the different branch schools upwards of 150 boys are preparing for the next lower school examination, and it may fairly be expected that at least 120 of these will pass that test and enter the middle school. Arrangements will have to be made in time to provide for these boys, at present there is neither room in the school house for them, nor are there teachers to teach them. The great accession of boys in the middle school made an increase in the number of teachers absolutely necessary, and in February 4 additional men were appointed, it having been found practicable to transfer 4 appointments from Dehli to Amritsar. All the teachers are now fully occupied during the whole of the school hours, and it would be impossible for the present staff to teach a larger number of classes than they already have.

Statistics.

35. At the beginning of the year there were in all 1,226 boys borne on the rolls of the main school and its branches. Of these 42 were in the upper, 169 in the middle, and 1,015 in the lower, or branch schools. Up to the end of the year the whole number of boys on the books had increased to 1,353, of whom 40 were in the upper, 243 in the middle, and 1,070 in the lower schools. The amount of fees realized has largely increased, having been Rs. 507 more than in the previous year. In the upper and middle schools the increase was from Rs. 841 to Rs. 1,000, and in the lower schools from Rs. 1,281 to Rs. 1,629. Seven boys left the upper school during the year for appointments of the average value of Rs 17.

Condition of the Upper School.

36. At the departmental examination of the upper school held in July last only one boy out of 13 in the highest class succeeded in passing. At the Entrance Examination of the Calcutta University all these boys failed. This disastrous result occasioned no little surprise, for although it was well known to the masters and to me that the class was a thoroughly unsatisfactory one, yet hopes were entertained that two or three boys might pass. Mr. Doran, the present Headmaster, cannot be blamed for this unfortunate failure, as he had been too short a time in the school to have been able to do much. Two boys were candidates for the Panjab University College Entrance Examination and one of them passed successfully. The former second class of the upper school now the highest 9th class, is a remarkably good one. It contains 8 boys, 5 of whom are preparing for the Calcutta University Entrance Examination, and 2 for the Panjab University College Examination, the 8th being a young man who has already passed the Entrance Examination of the last named institution, and now studies English only in the school. The old 3rd and present 8th class is not at all a satisfactory one. The boys composing it are considerably older, and somewhat duller, than the average. The new 7th class is much more promising.

Condition of the Middle school.

37. The Middle school is in excellent working order. Of 14 boys who went in for the Middle school examination 13 passed. Arithmetic has received much more attention and has considerably improved. The discipline of the school is excellent, and the classes have all made good progress with their studies.

Lower or Branch Schools.

38. The Branch schools have done good work during the year. They give a very good elementary education to the younger boys near their own homes, and are very popular even with the upper classes of the people, 116 boys presented themselves for examination by the lower school standard, and 94 were pronounced to have passed, all of whom entered the Middle school, upwards of 150 boys are now in the highest classes preparing for the next examination.

The Boarding House.

39. A boarding house for boys who come from a distance has been opened at Amritsur also, but owing to the small number of such lads, and the want of funds it has not been so successful as the one at Lahore. It is, however, well managed and affords a comfortable residence to about 18 boys who are looked after by one of the teachers of the school residing in the building.

Changes in the school staff.

40. A great many changes have taken place in the school staff during the year. Mr. Buchanan, the former Headmaster, was away on privilege leave during the months of August and September, and at the termination of his leave he was transferred to Hushyarpur, when Mr. Doran succeeded him. Mr. Wood, Headmaster of the Middle school was transferred to Multan in July and succeeded by Mr. McArthur. Parmanand, 2nd Master of the Middle school was transferred to Jhang, and succeeded by Babu Opendra Kishen Bose. Two or three minor changes were made, and 5 new teachers have been appointed.

Services of the masters.

41. I am happy to be able to report most favorably of the manner in which the whole staff has worked together for the good of the school. Mr. Doran, the Headmaster, has managed this large institution with much judgment and assiduity, and has been successful in bringing it into much more orderly and satisfactory condition than it was in. Mr. Harvey has continued to work with great zeal and industry, and deserves special credit for the unexampled success of his cricket club. Mr. McArthur has had considerable educational experience both in England and this country, and has brought all his powers to bear on the improvement of the Middle school, the excellent state of discipline of which is mainly due to him. His slight knowledge of the language somewhat lessens his value as a teacher in a Middle school, and he would be more profitably employed in a large upper school. His work however, has been excellent, and I very much regret that no opportunity has occurred of giving him higher pay. The junior teachers have all done well. I may specially mention Mahomed Yar Khan who has had charge of the boarding house, Mahomed Ibrahim, the Arabic teacher, and Pandit Ram Chund the sanscrit teacher.

Hushiyarpur Zil' School.

42. The Hushyarpur and Rahun Middle Schools, which are not very far distant from one another, having been found able to supply a sufficient number of boys to form an upper department, an upper school was commenced at Hushyarpur in January, and contains 14 boys in the lowest or 7th class. Of these boys 6 belong to Hushyarpur and 8 to Rahun. The reduction of the number of classes in the Middle school from 5 to 4, in consequence of the introduction of the new scheme of studies, enabled this change to be made without any increase to the staff of masters, but next year it will be absolutely necessary to appoint at least one additional upper schoolmaster. The Middle school has increased in numbers during the year from 71 to 107, which gives a total increase in the Zil' school of 50 boys. The fees amounted in the year to Rs. 13-4 in the upper and Rs. 301-5 in the Middle school, shewing a total increase of Rs. 47. In the branch schools the number of boys fell from 310 to 292, but the fees increased from Rs. 187 to Rs. 261.

School house.

43. The new school house is in progress but is not yet completed, and meanwhile great inconvenience is experienced by both boys and masters from the insufficient accommodation of the temporary building. It is expected, however, that the new building will be ready by the beginning of August, and the one now occupied will then be converted into a boarding house for boys coming from a distance, of whom there are many in the school.

Condition of the upper school.

44. The boys who form the upper school distinguished themselves much in the late Middle school exanination and obtained a higher average of marks than those entered in any other school in the province. Since joining the upper school they have studied with great industry and have got through a large amount of work, I was much pleased with their progress in every subject when I examined them lately.

Condition of Middle school.

45. The Middle school is also in excellent condition. The late highest class answered remarkably well at the Middle school examinaton, 3 out of 5 obtaining more than 50 per cent. of the maximum marks in English, and the whole 5 obtaining more than 50 per cent. of the marks in every other subject and in the total. The new classes have made great progress, and the Headmaster is of opinion that by the end of July they will have gone through all the subjects prescribed for them. Though they have got through so much work they have not been superficially taught and I was thoroughly satisfied with their condition when last I examined them. The great increase in the number of boys has made it necessary to employ one of the branch school teachers for 2 or 3 hours daily in the middle school, and next year when the numbers still further increase it will be absolutely necessary to have at least one additional teacher.

Lower School.

46. Thirty-five boys passed the lower school examination this year and entered the middle school. This of course greatly reduced the number of boys in the branch schools, and they had not quite refilled before the end of the year. Sekandar Buksh and Nur Illahi's branches have both done well during the year, but they do not show the same improvement that has been exhibited by the Bahadurpore branch, which passed more and better boys than they did at the lower school examination.

Notice of Masters.

47. Mr. Baker, whose approaching departure I mentioned last year, was succeeded for a time by Mr. Kirkpatrick, and then by Babu Ishun Chandur Ghose, but in October Mr. Buchanan took charge of the school. I have much pleasure in reporting most favorably of Mr. Buchanan's management of the school during the last six months of the year. Mr. DeRozario and Babu Radha Kishen have also worked to my entire satisfaction, and I may also mention the names of Maulvi Shah Sawar-ul-din and Pandit Kanhya Lal.

Batala Zil' School.

48. The Batala Middle School shews no increase of pupils during the year, the number being still 56. Four boys passed the Middle school examination, and left for the upper schools at Lahore and Amritsur, but 15 boys were promoted at the same time from the lower school. The probable cause of the want of increase is that most, if not all, of the boys who came into the school, from the district have been induced to join the school at Gurdaspur. The fees have increased from Rs. 84 to Rs. 289.

Middle School.

49. Four boys went in for the middle school examination and all passed. The present state of the classes is good. The school was examined by Mr. Cooke, who found a great deficiency in Geography throughout the school. I made careful enquiries regarding this, and ascertained that it was not owing to any deficiency in the attention given to the subject but to a faulty system of instruction that had been recently introduced. This has been remedied.

Branch Schools.

50. The branch schools have worked well during the year. The main building having been too crowded by the presence in it of the boys of one of the branches, a new building has been erected in the school compound for the accommodation of the latter. Mian Hosein Shah, the leading Mahomedan Rais of Batala asked permission to establish on his own account a new branch school, promising to pay its expenses himself for six months and stipulating that if at the end of that time it proved to be a success it should be taken on the regular establishment. This school has turned out a very good one, and its expenses will be borne this year by the branch school funds.

Notice of Masters.

51. No important changes have occurred during the year in the establishment. Mr. Basten, the Headmaster, has continued to manage the school with judgment and industry, and is highly popular with all classes of the community. The other teachers have done well.

Nurpur Zil' School.

52. The Nurpur Zil' school has progressed satisfactorily during the year. The number of boys in the middle school has increased from 36 to 47, and in the lower schools from 209 to 219. In the Middle school the fees have increased from Rs. 56 to Rs. 87, and in the lower schools from Rs. 100 to Rs. 102.

Progress of Middle School.

53. This school sent in no boys to the Middle school examination, there being none sufficiently advanced for it. All the classes having since been promoted, there is now one of four boys who will enter for the examination next November. I carefully examined the classes several times during the year, and was glad to see that the serious defects that I noticed last year had been to a great extent removed, one or two new masters having been appointed with a special view to their correction. I was particularly pleased with the English reading, and with the progress in Arithmetic and English and Persian writing.

Branch Schools.

54. The branch schools have very much improved in efficiency and order, though they are still somewhat behind the average of similar schools in larger and better situated towns. They are generally deficient in Urdu Grammar and writing, but so much stress been laid on thess subjects that improvement is gradually being made. 13 boys passed the lower school examination and entered the Middle School.

55. Babu Uma Shankar remained up to the end of the year as Headmaster, but was shortly afterwards removed at his own request to Jagadhri. His health suffered very much at Nurpur, but he did his work with unflagging zeal and discretion. The school owes much to his patient care. The 2nd Master Karm Illahi was transferred to another appointment, and succeeded by Dhunpat Rai; both have worked well, especially the latter. Henry Wood, a certificated pupil of the C. V. E. Society's Normal School at Amritsur, was appointed Head Vernacular teacher with the special object of his bringing up the deficiencies of the school in Arithmetic, and he worked with great care and success to accomplish this object. He was afterwards transferred to a more responsible post in the Lahore Normal School, and was succeeded by Maulawi Jalal-ul-din.

Notice of Masters.

56. The school house is still in the same dilapidated state that I have reported for several years, but I am happy to see that provision has at last been made in the Budget for putting it into proper order.

School building.

57. The Rahun Zil' School is the only one in the Circle that shews a falling off in the attendance in the Middle School. This cannot be attributed to the sanitary condition of the town, as the year has been a more healthy one than the people have enjoyed for several years. The cause of the falling off has been simply that while boys have left the Middle for the upper school, the lower school have not supplied a sufficient number of boys to take their place, and this has been owing entirely to the neglect of the teachers of the lower schools. One of them has been dismissed in consequence, and a more competent man appointed in his place. The others have been warned to exert themselves more, lest they should meet the same fate, and I have confident hopes that next year will shew better results. In the Middle school the number of boys has fallen from 70 to 62, but in the lower or branch schools it has risen from 224 to 232. Fees have increased from Rs. 340 to Rs. 363. The school house is in excellent order.

Rahun Zil' School.

58. The progress of the Middle School Class has been very good. Eight boys presented themselves at the Middle school examination, and all passed, obtaining very good marks in all subjects. Two years ago only 2 boys out of 12 obtained more than 30 per cent. of the maximum marks in English, and the following year 4 only out of 7 obtained those marks. At the late examination all of the boys obtained more than 30 per cent., 5 obtained more than 40 per cent., and 1 more than 50 per cent. of the marks in English. This shews steady improvement in the English teaching. In every other subject, and in the total, all the boys obtained more than half marks. The other classes have made excellent progress.

Progress of Middle School.

59. The lower schools, as mentioned above, have not made the progress that they should have made. This was chiefly owing to the negligence of the head teacher, Khuda Baksh, who has since been dismissed. Out of a large number of candidates only 7 passed the lower school examination The want of progress is the more remarkable as the number and position of the teachers have been raised during the year. The Headmaster has been cautioned to give more of his attention to these schools.

Lower Schools.

60. Lala Thakar Das B. A., continued in charge of the school during the early part of the year, but in October he was transferred to the Headmastership of the Lahore Normal school. He performed his work conscientiously and to my complete satisfaction. His successor was Babu Radha Kishen, late Headmaster of Karnal; during nearly the whole time that the Babu had charge of the school he was suffering from ill health, which seriously interferred with the proper discharge of his duties, and finally obliged him to take leave. Amolak Ram, the 2nd master, has worked excellently, and conducted the school with ability during the absence of the Headmaster. Maulwi Alam Shah, the chief oriental teacher, has done, as usual, excellent service.

Notice of teachers.

61. I am very happy to be able again to report most favorably of the Gujranwala school. The number of pupils on the roll of the Middle school has risen during the year from 23 to 59. In the lower schools there has been a slight decline from 187 to 183. The total number of boys under instruction has increased from 210 to 242. Fees have been regularly taken and amounted in the year to Rs. 404, against Rs. 295 in the previous year. The school building is in good order, but furniture and school apparatus are much wanted.

Gujranwala Zil' School.

62. Excellent progress has been made in all classes of the school, and I consider that generally the teaching has been above the average. Five boys were candidates at the Middle school examination and all passed, 3 being among the first thirteen in the Province. All 5 obtained more than 30 per cent., 4 more than 40 per cent., and 3 more than 50 per cent. of the maximum marks in English, and all obtained more than 50 per cent. of the maximum marks in every other subject. All the classes have been carefully taught. One or two additional masters will be required next year.

Progress of Middle school.

63. The lower schools have been carefully looked after during the year, and the style of instruction in them has much improved. A further grant both from the municipality and from Government has been obtained and will enable me to still further improve the teaching staff, or to open another school. Sixteen boys passed the lower school examination.

Lower Schools.

64. No changes took place in the staff of teachers during the year. Very great credit is due to Babu Ishan Chandar Mookerji, the Headmaster, for the ability and zeal with which he has managed the school. All the teachers have worked well.

Notice of Masters.

GOVERNMENT VERNACULAR SCHOOLS.

65. On the 1st January a new classification, and modified course of studies, were introduced into vernacular schools. The old names of town and village schools were abolished, as they were found to be anomalous, many villages containing town schools and some towns having only village schools. In lieu of these names the schools are now called Primary and Middle schools, names which indicate the extent of the instruction given in the schools. Formerly there was one course of study, divided over 8 classes, for all vernacular schools; and it was often indeed generally found that in village schools the education of the mass of the pupils was sacrificed to enable the teacher to push on a few sharp or favored boys into the higher classes. The vernacular course of study moreover did not correspond with the Anglo-vernacular one, so that no just comparison could be made between the progress of the vernacular and Anglo-vernacular schools. To remedy these evils a new curriculum for vernacular schools was prepared, corresponding class by class with the course prescribed for Anglo-vernacular schools, a greater amount of general knowledge being substituted in the former for the English in the latter. By this curriculum the number of classes in Primary schools is limited to 4, the number in the middle schools being 6. The teachers of Primary schools will be stimulated to pass as many boys as possible by the Primary boys school standard, and their efficiency will be tested by the success of their pupils at that examination. Pupils of Primary schools who after passing the Primary school examination desire to read to a higher standard will be obliged to enter a Middle school. It is hoped that in this way two great advantages will be gained; 1st, that a good elementary education will be given to a much greater number of boys; and 2ndly, that the instruction given to the higher classes will be more thorough.

New classification and new scheme of studies for vernacular schools.

66. A new system of examination for vernacular schools has also been introduced. The progress of the boys will be tested at three stages of their course. After passing through the 1st and 2nd, or two lowest classes, all boys will have to undergo the lower school examination, and must pass it before they can be promoted to the next higher, or 3rd class. Similarly after going through the 3rd and 4th classes, the boys must pass the Primary school examination before admission to the 5th class; and again after completing the course for the 6th class, or the highest of the Middle school, the boys will be tested by the Middle school examination. Registers will be kept of the number of boys who pass each test every year, and it will thus be possible to ascertain exactly the real progress made each year in every part of the country.

New system of examination for vernacular schools.

67. The schools having been reorganized in the manner above described, it was found practicable and desirable to increase the number of those of the higher class and there were consequently at the end of the year 38 Middle schools, the number of Town schools, at the beginning of year having been 35. The number of pupils in these schools has increased from 3,534 to 4,072, and the average attendance from 2,940 to 3,327. Fees have also increased from Rs. 1,157 in 1870-71 to Rs. 1,238 in 1871-72. The number of English students has increased from 203 to 343.

Statistics of Middle schools.

Statistics of Primary Schools.

68. Three of the most largely attended of the village schools were raised during the year to the higher grade of Middle schools. In the Gujranwala district, the plan adopted in all the other districts of increasing the efficiency of the majority of the village schools by closing some of the least useful of those institutions, and thus making funds available to improve the pay and position of the remaining teachers, was not carried out until the latter end of the year under review. This measure caused a further reduction in the number of schools of this class, but on the other hand in one or two districts some new schools were established. On the whole there has been a reduction of only 10 schools, the number at the end of the year being 478. The number of scholars, however, has increased from 20,227 to 20,414, and the average daily attendance shews a still larger increase, *viz.* from 14,570 to 16,548. There is a reduction in the income from fees from Rs. 3,057 to Rs. 2,948, and the number of English students has fallen from 241 to 95 owing chiefly to the transfer of some of the schools to the higher grade.

Village schools supported by the people.

69. In para. 58 of my last report I mentioned the increasing appreciation by the people of the Government system of education, and instanced it by the case of a school in the Gurdaspur district which was supported entirely by the villagers. This school came to be examined with the other neighbouring village schools, and I was glad to find that though no very great progress had been made, the boys in it were better taught as far as they had gone than those of most of the village schools I had seen in the district. The desire for education and the willingness to pay for it, are increasing, and Mr. Mackintosh reports that he examined 5 or 6 schools in the Jalandhar district which were either wholly or in part supported by the people themselves.

Female Schools.

70. There has been a further reduction in the number of Government female schools, there being at the end of the year 68 compared with 73 at the the close of the previous year. The number of pupils has also decreased from 1,870 to 1,806, and the number learning English from 14 to 5. The schools closed were such as had done no real work during the many years that they existed, and their abolition has therefore not diminished the amount of actual education given in the Province.

Progress of Female Schools.

71. I am happy to be able to report that owing to the appointment of an Inspectress and to the schools being thus placed under proper supervision, the condition of the girls' schools is far more satisfactory than it was a few years ago. Mrs. Mackintosh has visited nearly all these schools during the year, and her reports shew that considerable progress has been made. The greatest drawback to the success of the girls' schools is the want of properly qualified teachers, and I fear it will be a very long time before this want can be adequately supplied.

Lahore District.
1. Middle Schools.

72. I will now give some particulars regarding the schools in each district, taking the districts in the order in which they occur in the returns sent to me from your office. The first is Lahore, which contains 4 middle schools, the same that were rated as town schools last year. They were all examined by Mr. Mackintosh.

Qasur. The Qasur school has had a very large accession of boys, but as nearly all these belong to a Panda there has not been much increase of educational effectiveness. The school has generally made good progress.

Patti. The Patti school has very much fallen off in numbers and efficiency. This is owing, I believe, chiefly to an ill feeling that has arisen between the teacher and the zaildar, which has led the latter to do his utmost to injure the teacher through his school, and to impair his influence in the place.

Chunián. The Chunian school is in a very flourishing condition.

Sharakhur. The Sharakhur school never was a very good one, and has not improved during the year.

2 Primary Schools.

73. The number of Primary schools is the same as last year, but the number of boys attending them has increased and the fees have considerably increased. The Deputy Commissioner considers that these schools are in a very flourishing condition and daily growing more popular. Mr.

Mackintosh also reported very favorably of the progress made during the year. The Khem Karan school has advanced in a remarkable degree, and it is proposed to increase the staff next year and make it into a Middle school.

3. Female Schools.

74. There are now 5 Female schools, 3 of which situated in Qasur were examined by Mr. Mackintosh and Mr. J. W. Smyth, the Commissioner. The latter writes thus of them. "These schools were fairly attended, and some girls in each school read and write very well, and know a little Arithmetic. I think the present state of female schools at Qasur is rather encouraging than otherwise. The girls are further advanced than they used to be in former years." The school near the Bhati gate of the city of Lahore has, I fear, much fallen off latterly.

Gujranwala District.
1. Middle Schools.

75. Three schools are entered in the returns as belonging to the Middle class, but two of these, *viz:* those at Jhandiala and Pindi Bhattian are unworthy of the honor. They are well attended, but the instruction given does not go above the standard of Primary schools, and the teachers are not capable of taking it higher. The Hafizabad school has a very large attendance, and with an increased staff ought to make a good Middle school.

2. Primary Schools.

76. In addition to the 2 village schools which have been raised to the higher grade, there has been a reduction of 7 schools in the Gujranwala district, but the number of pupils has increased by about 150, and the fees have risen from Rs. 226 to Rs. 350. The Deputy Commissioner Major Miller, rightly attributes the greatly improved condition of these schools to the three following causes; (1) transfers of teachers from one place to another; (2) dismissal of inefficient teachers and employment of better men in their places; (3) increased inspection of the schools by European officers. To these I may add the much more careful management of the schools by the district officers. For many years the management was very bare, but within the last year or two much more attention has been paid to it and rapid improvement may now be looked for. I examined all the schools in the district and found, that, though a fair amount of work had been got through, it had not been very carefully done. The district has made less progress than any other in this circle.

Firozpur District.
1. Middle Schools.

77 The old town schools of the Firozpur district were placed on the aided footing from the beginning of the year, and therefore now appear in the return for aided schools of the Middle class. As this is a mere matter of account, and the schools are as much as ever under the management of the Deputy Commissioner it will be more convenient to mention them here. They were all in good order when inspected by Mr. Mackintosh. The Zira School was especially good, and keeps up its character as the best in the circle.

2. Primary Schools.

78. The village schools are one fewer in number than in 1870-71. The number of pupils has fallen by 150, but a slight increase has been effected in fees. Little or no progress has been made during the year, owing no doubt to want of proper attention. The Chief Muharrir was appointed to another post in the district, and the new District Inspector was not appointed until late in the year in consequence of delay in receipt of Government sanction for his salary. The result was that for months the schools were not inspected, and the teachers became careless. Pandit Jai Narayan, the District Inspector, has been active in visiting the schools since his appointment, and good progress may fairly be looked for this year.

3. Female Schools.

79. There were the same number of female schools, with the same number of girls attending them, this year as in the year before. They are very fair specimens of this class of school, and being frequently inspected and carefully looked after, do a good amount of real work.

Amritsar District.
1. Middle Schools.

80. The Middle schools in the Amritsar district are the same as the town schools last year. That at Wairowal has improved, having had the advantage of a competent assistant teacher during the year. The Butala school is largely attended and very popular; the work in it has been fairly done, but there is still much room for improvement especially in the lower classes. The school house is very inadequate. The Majitha school suffered much during the early months of the year from the misconduct of the teacher, but has recovered to some extent since his removal. The new teacher is hardworking and popular, but his attainments are small and he is scarcely fit for the charge of a Middle school.

81. The village schools in the Amritsar district are the same in number as

Primary Schools.

before. There has been a slight falling off in attendance, and a slight increase in the fees. All the schools were examined by me, and I was glad to find that generally the amount of work done, and the manner in which it had been done, showed great improvement on former years. There is a considerable number of small towns in this district which contain large and promising schools, most of which ought, when funds are available, to become Middle schools. Elementary English schools were attached to three village schools, but they have never made satisfactory progress, and they have since been closed.

3. Female Schools.

82. The female schools are the same as were noticed last year. They are reported to be altogether inefficient.

Gurdaspur District
1 Middle Schools.

83. There were 5 Middle schools in the Gurdaspur district at the end of the year against 4 Town schools that existed at the beginning. Puthankot is the new school. I will give a short notice of each school from which it will be seen that great progress has been made. In all the schools the staff of teachers has been very much enlarged and improved. The fees have increased from Rs. 77 to Rs. 174.

Dinanagar. The number of boys has very largely increased. The teaching is excellent, and the tone of the school thoroughly good. The boys practise Athletic sports regularly and with great zest. The new teacher Kanhya Lal has worked remarkably well.

Kalanaur. Somewhat improved since last year.

Dera Baba Nanak. The school has much improved. Arithmetic was always the weak point in it, but this is now efficiently taught by a new assistant master.

Kanjrur. The new teacher has quite altered the character of this school, and it is now a remarkably good one.

Pathankot. This school is hardly as yet up to the standard of a Middle school, but the staff is about to be strengthened by the appointment of a good teacher. This will no doubt make the school as good as the others in the district.

Bright prospects of education in the district.

84. There is no district in this circle in which the prospects of education appear brighter, or in which the people appear to take a greater interest in the schools, than the Gurdaspur district. The Municipalities of all the towns contribute liberally in aid of their schools, and private contributions are not wanting for useful purposes. As an instance I may mention that Bhagu Shah, a resident of Dinanagar spent nearly Rs. 1,000 in sinking a well and making other improvements about the school house of that town.

2. Primary Schools.

85. The number of Primary schools has increased from 82 to 85, and the number of boys from 3479 to 3835, but there has been a falling off of nearly Rs. 160 in the fees. Some progress has been made in those schools, especially in those of the Batala Tahsil which last year were very bad; but still the schools are not as good as they should be. They are now receiving careful attention, and I hope to be able to report more favorably of them next year.

3. Female Schools.

86. Two of the girls schools that were formed in 1870-71, have since been closed, leaving 4 remaining at the end of 1871-72. Very little has yet been taught in these schools.

Syalkot District.
1. Middle Schools.

87. There are now 7 Middle schools in the Syalkot district, the school at Jamki having been raised to the higher grade. All these schools are working most efficiently, the Pasrur school being perhaps the worst. From Daska 3 boys went up for the Middle School Examination in English and all passed creditably, and several other lads in this, as well as in Jamki and Zafarwal schools, are preparing for the next examination. The English classes at Daska and Zafarwal have done better work than is usually found in schools of this class. but at Pasrur and Jamki the classes were not particularly good, and they have since been closed.

88. Two village schools were closed during the year, and one was raised to the higher

2. Primary Schools.

grade, leaving in all 69 Primary schools at the end of the year. This has caused same reduction in the number of boys, but this reduction is only temporary as it is anticipated that the schools will be much more largely attended when the staff of the teachers has been strengthened. On this subject the Deputy Commissioner, Major Jenkins, writes as follows:

"In some of the large village schools, applications for new admissions had to be refused, as the teaching staff was not sufficient to meet the additional demands for education. In the Budget of 1872-73 however, provision has been made for the appointment of assistant teachers at most of them, and it is expected that, by this arrangement these schools will improve, not only in the numerical strength of their classes, but in the quality of their teaching also, hitherto the higher classes have generally been well attended to by the teachers, but they have not been able to give much attention to the junior classes, but by this arrangement it will be necessary to reduce some 5 or 6 schools which have been in an indifferent condition."

Mr. Mackintosh examined all these schools and reported favorably of them, he noted however, that Urdu Grammar was not so well taught in this district as in others of the circle.

Sansi Schools.

89. A number of the Primary schools of this district are established in the Sansi Kots, and of these both Major Jenkins and Mr. Mackintosh express an unfavorable opinion. The former writes of them as follows, and Mr. Mackintosh agrees with the views thus expressed:

"With reference to the Sansi Kot schools, I regret to report, that I do not consider them in a satisfactory or progressive state, but until the Sansi boys are regular in attendance, and their parents learn to appreciate the advantages derivable by education, I cannot look for much improvement amongst them. I am of opinion that this class of people should be taught some industrial occupation or trade.

Jalandhur District.
1. Middle Schools.

90. There are the same Middle schools in the Jalandhar district as in the year 1870-71. These as well as the village schools were very much neglected by the late chief Moharrir who visited them only once in seven months, but as the teachers are men of superior stamp who can be fairly trusted to work honestly by themselves, the injury to the middle schools was not so great as to the Primary ones. I give a notice of the state of each school.

Kurtarpur. This school is in excellent order. All the Middle school classes are complete, and the instruction in English as well as Vernacular is good, The school is much liked by the townspeople who frequently contribute liberally to give the boys prizes, cricket gear, &c., and to maintain the school garden which is cultivated by the boys. The boys play cricket particularly well.

Phillour. This is also a very good school, though not so large as some others in the district.

Bungah. The Bungah school has always been a good one, though perhaps not equal to the two already mentioned.

Nawashahr. This school is only a moderate one. I think the head teacher, though an able man, is somewhat past his work.

Nakodar. This school has fallen off. The teacher is a man of great ability and industry, but he is unpopular. I have been assured by the Tehsildar that this is through no fault of the teacher, but is owing entirely to the quarrelsome character of some of the chief residents.

2. Primary Schools.

91. Primary schools are one more in number than they were at the end of the previous year, and there has also been a slight increase in the attendance. These schools fell into some disorder under the late Chief Moharrir, but are now improving. Next year I hope to be able to report more satisfactorily about them.

3. Female Schools.

92. There are 49 female schools in the district, or one less than in the previous year. The attendance has considerably increased. All the girls are Mahomedans. The schools in the city and its suburbs are regularly superintended by Mrs. Mitter, a native lady well qualified for the work. Mrs. Mackintosh examined all the schools in the city and district. 16 of the city

schools and 15 of those in the district are reported as doing good work; of the rest a few are hopelessly bad, but the majority capable of improvement. The Hindi schools in the city supported by Kour Soochet Singh, and Sirdar Bikrama Singh were also visited by Mrs. Mackintosh, who reported that nothing was taught in them. They are however, to be put under the charge of Mrs. Mitter, and it is hoped that some improvements will then be effected.

Hushyarpur District.
1. Middle Schools.

93. There are still 7 Middle schools in Hushyarpur district. Four of these were examined by Mr. Cooke while acting for me, and were well spoken of, especially the schools at Tanda and Hariana. I inspected the Garhshankar school, and was glad to find it increased in numbers and improved in efficiency since I saw it last. When the staff of teachers in these Middle schools is filled up to the proper compliment, rapid progress should be made. At a general written examination of the town schools held by Mr. Moore, the Una school stood first. The Naronangal school is not reported favorably of.

2. Primary Schools.

94. Primary schools are fewer by one than in the previous year. There has been a slight falling off in the number of boys, but the number of boys in the upper classes has increased, which shews that progress is being made.

Kangra District
1 Middle Schools.

95. Last year there were only two town schools in the Kangra district, but in the returns for the year under review 4 Middle schools are entered, one being the school of Indaura, and the other the aided school at Palumpur. All these schools have been inspected during the year.

Sujanpur. The Sujanpur school is a large and very well taught one. It includes a large Hindi department, which is far above the average of Hindi schools.

Jwaála Múkhí. This school is not so good as it used to be under a former teacher. The present teacher is not popular, and the people have petitioned for his removal. The school will shortly be inspected again by Mr. Mackintosh.

Pálampúr. This school was examined by Captain Holroyd and myself in May. It had been very well taught, and the boys had made good progress, but a number of them, being offended with the Head master on account of his having insisted on their taking part in athletic sports, gardening, &c., had done their best to create a mutiny in the school. The consequence was that the headmaster had hard work to maintain his authority, and the discipline of the school was anything but good. A new Headmaster has since been appointed, and I hope soon to visit the school and see how far he has been successful. Nearly all the boys come from distant villages and a boarding house is being erected for them to live in.

Indaura. This has always been a well attended and popular school, but the teaching in it was never first rate. The attendance in it has increased during the year, and it is reported to be in better condition than formerly.

2. Primary Schools.

96. The number of Primary schools remains the same at the end as at the beginning of the year, though one of them has been raised to the Middle grade. The number of pupils has somewhat increased. Some of the schools were examined by me and the rest by Mr. Mackintosh. They have generally made good progress. The Kullu Schools were examined by Captain Holroyd and myself, and though very far behind the schools in other parts of the country, they appeared to be doing very useful work, and to promise well for the future. During the winter months the school at Sultanpur is largely attended, and last year attracted a number of Lahoulis, some of whom made very good progress. This is a good sign, as formerly nothing but compulsion would induce a Lahouli to send his son to school. A few years ago Captain Harcourt, when Assistant Commissioner of Kullu, wrote that there was not a single native of the valley who could read or write or keep accounts. There are now several young men educated in our schools, who can read, write and cipher well. Some are employed as teacher, and the district authorities might well encourage the others by giving them small posts in the Tahsil.

97. One girls' school having been closed during the year, there remain only 4 in the

Kangra district, that are supported altogether by Government. Besides these, however there are 9 aided female schools. Of these schools the Deputy Commissioner writes that with one or two exceptions they are not popular, and are not working successfully. He fears that it will be necessary to close some of them.

3. Female Schools.

GOVERNMENT JAIL SCHOOLS.

98. There are the same jails in this circle as in 1870-71. The number of prisoners under instruction is constantly varying within a small range. At the end of the year there were in all 2,217 prisoners attending the Jail schools, of whom 60 were women. This shows a falling off in the number of female students. As a rule, less has been done during this year than in former years in the way of jail education, notwithstanding that the better class of teachers appointed in the previous year have been working continuously. I believe, also, that officers in charge of jails are not more inclined to pay attention to their schools than they were formerly.

Jail Schools.

Mention of each jail.

99. I give here a brief mention of each jail.

Lahore Central Jail. A smaller number of men than usual has left this jail during the year after attaining in it some degree of proficiency in reading and writing. The work done during the year was by no means as good as in former years, and I fear that less attention was paid to this branch of prison discipline. I noticed a great want of writing materials and other educational necessaries.

Female Penitentiary, Lahore. I have not seen this jail yet, but I have been given to understand that good progress has been made in it, and that some of the women can read and write well.

Thaggi School. The classes in this school are the same as at the beginning of the year, from which it is apparent that little progress has been made. There is no regular teacher, but one of the jail Munshis continues to do the work.

Gujranwala. This jail was examined by Mr. Mackintosh who did not consider that much improvement had been made.

Firozpur. Five men could read and write Urdu fairly, the rest were mere beginners. Very little seems to have been done this year.

Amritsar. This school has a good teacher, and it has been well looked after by Doctor Taylor, the officer in charge ; consequently satisfactory progress has been made.

Gurdaspur. In the Boys' Reformatory the teaching appears to have improved. Mr. Cooke examined it and reports that the boys of the 5th and 6th classes passed a very good examination in the subjects prescribed for them, except that the 6th class boys could not write at all. This should be seen to, and also more pains should be taken to advance a greater number of boys from the lower to the higher classes. In the adult school there were only 3 men who could read and write.

Siyalkot. Mr. Mackintosh found this school in fair order, but did not see much progress.

Jalandhar. The Jalandhar Jail school has worked fairly during the year. 18 men were in the 6th class, when it was examined, and most of them answered well.

Dharmsala. This school is in fair condition.

SECTION III. AIDED INSTITUTIONS.

100. The Lahore High school lost its Headmaster, Mr. Thompson, early in the year, and remained under the immediate charge of the Chaplain of Lahore, the Reverend J. R. Baldwin, for some months, until the arrival from England of Dr. Hawthorne. This gentleman retained the headmastership until near the end of the year, when he was relieved by the Reverend E. Gulliver, and took up the post of 2nd master. In regard to the staff of masters then the school is in a better position now than at any former period.

Lahore High School.

During the cold weather the school was examined by several gentlemen in the station, and their reports, read at a public distribution of prizes, represented the state of the instruction given in the school as very low indeed. I was therefore agreeably surprised some months later, when I examined the school, to find it much better than I expected. It is by no means what it should be, and little work seems to have been done during the last two years, but it had not fallen so very low as the reports of the previous examiners had led me to fear. At the end of the year there were 30 boys, one fewer than at the beginning. The school is divided into two parts, the Upper and the Lower schools. In the former, Latin, Euclid and Algebra are taught in addition to the plain English education given in the latter. The highest class of the Upper School might, I think, be prepared for the Entrance Examination of the Calcutta University by December 1873.

Anarkali Girls' School.

101. The number of girls in the Anarkali girls' school has increased according to the returns from 26 to 41, but I fancy there is some misapprehension about this. The number of girls in the original school, known as the Anarkali girls' school, has not increased, but a new school, intended to give a higher class of education than was given in the old school, was started during the year, and I fancy that the pupils of this new school have been included in the returns with those of the old school. The schools are, however, distinct and under separate teachers. For the new school a grant-in-aid has been sanctioned with effect from 1st May 1872, so that it does not properly come into the returns of aided schools for the year ending 31st March 1872. The Anarkali girls' school contained when inspected 28 pupils. The teaching had been sound and careful, and good progress was made during the year. The girls indeed appear to be better advanced than the majority of the boys in the Lahore High School.

Lahore Christian Girls' School.

102. The girls' school at Naulaka is called in the returns the American Presbyterian Mission Girls' School, but this name I believe is a misnomer though I am not sure what it ought to be called. The number of pupils has fallen from 35 to 28. No progress has been made during the year, indeed Mr. Mackintosh, who inspected the school, reports that the two higher classes have rather fallen back. In reading the pronounciation of the highest class was not good ; in Arithmetic, only one could do a sum in compound Multiplication, and English dictation they could not even attempt. This result of a year's work is not satisfactory.

SCHOOLS FOR NATIVES.

Higher and Middle Class Schools.

No. of schools in each class.

103. The same 4 schools are entered as higher class schools as appeared in the returns last year, but the Church of Scotland Mission School, Siyalkot City, ought properly to be included in this table, as it has an upper school containing 13 boys, of whom 6 are preparing for the Calcutta University Entrance Examination of next December. To the Middle schools have been added this year the revived school at Kanyara, and the 3 Vernacular schools of the Firozpur district, which have already been reported on. My remarks on these schools in para. 101 of my last report still apply; *viz.* that it must always be remembered that returns of the Higher schools include those of the Middle and Lower departments, and those of the Middle schools include the figures relating to the lower departments.

Results of the Entrance Examination.

104. Appended are the results of the Panjab University College and Calcutta University Entrance Examinations, held in October and December respectively.

PANJAB UNIVERSITY COLLEGE ENTRANCE EXAMINATION.

NAME OF SCHOOL.				No. Passed.
Lahore Mission School	...		...	...
Umritsar do.	...	...	...	4
Jalandhar do.	..	...	...	1
Gujranwala do.	...	...	...	...
			TOTAL ...	5

CALCUTTA UNIVERSITY ENTRANCE EXAMINATION.

NAME OF SCHOOL.	No. of Candidates.	No. WHO PASSED IN			Total Passed.	No. Failed.
		1st Division.	2nd Division.	3rd Division.		
Lahore Mission School ...	9	...	...	...	...	9
Amritsar ditto ...	5	...	1	4	5	...
Jalandhar ditto ...	...	...	...	...	...	...
Gujranwala ditto ...	...	...	...	...	...	...
Total...	14	...	1	4	5	9

Results of the Middle School Examination.

105. The following table shows the names of the aided schools that took part in the Middle school examination, and the success attained by them. All the schools except those belonging to the American Presbyterian Mission at Lahore and Jalandhar took up for the examination the optional subjects History and Persian.

NAME OF SCHOOL.	No. of Candidates.	No. Passed.	No. Failed in English.	No. Failed altogether.
Lahore Mission School	10	7	...	3
Amritsar ditto	12	8	8	4
Jalandhar City ditto	12	12	...	...
Do. Cantonment Mission School	2	1	...	1
Siyalkot Mission School...	7	7	1	...
Wazirabad ditto	5	4	...	1
Firozpur Aided ditto	6	4	1	2
TOTAL...	54	43	10	11

American Presbyterian Mission School Lahore.
1. - Main School.

106. The number of boys in the Lahore Mission School has increased during the year from 363 to 384. Fees also have considerably increased, *viz.* from Rs. 1,200 to Rs. 1,650. There is no better proof of the popularity of the school than the circumstance that in two years the fees have been more than doubled without dimnishing the number of pupils. The cost of the school has slightly decreased while the cost to Government remains the same. The total failure of all the boys at the Calcutta Entrance Examination is surprising as the class was equal to the average. There is now a class of 20 boys preparing for the next examination. The upper school contains only two classes, and has altogether 39 boys. The 3rd class of 23 boys is preparing for the next Middle school examination. The classes generally seem more methodically arranged than formerly, and the instruction given is excellent.

Branch Schools.

107 One additional branch school has been opened, making in all 19. The number of boys has increased from 1,095 to 1,132, and the fees from Rs. 1,129 to Rs. 1,214. It is remarkable that the fees in these schools have nearly quadrupled in two years. The number of boys learning English has increased from 563 to 800. These schools give a fair elementary education, and are of importance as feeders of the main school. The English Primer, the first four rules of Arithmetic, and a little Urdu and Persian are taught in them.

Church Mission school, Amritsar.
1. Main School.

108. The Amritsar Mission school continued to fall off in numbers until December when there were only 124 names on the books of the main school. Since then the numbers have again increased until at the end of the year they reached 166, or 11 higher than they were at the beginning of the year. The fees have been increased from Rs. 310 to Rs. 331. The cost was very nearly the same as in the previous year. This school has continued to progress well, and is, as regards organization, one of the best aided schools in this circle. The success of all the candidates sent up to the Panjab and Calcutta University Entrance Examinations is a proof of the excellence of the instruction given in the upper classes. Like all Mission schools it is comparatively weak in the lower classes, though better in this respect than it used to be. At the Middle school examination the boys did not do well in English, only 4 out of 12 obtaining more than 30 per cent. of the maximum marks, but in other subjects most of the boys passed creditably. The Reverend J. Storrs, who had charge of the school for a long time, was obliged to go to England at the end of the year, and the school is now under the charge of the Reverend Mr. Hoernlé.

2. Branch Schools.

109. There is the same number of Branch schools, *viz.* 6. The number of boys has increased from 605 to 696, and the fees from Rs. 320 to Rs. 330. All the boys are put down as learning Bazar accounts, 313 are learning Urdu, and 112 English. A few of the boys passed the lower school examination held by me, and seemed to have been fairly taught, but generally I fancy the style of education given is inferior.

American Presbyterian Mission School, Jalandhar.
1. Main School.

110. The number of boys in the Jalandhar Mission school has increased from 226 to 267, and the fees from Rs. 544 to Rs. 731. The cost of the school and the Government grant were the same as in the previous year. The school sent in no boys to the Calcutta University Entrance Examination this year, but the answering of the boys in the Middle school examination was remarkably good. The upper classes are excellently taught, but the four lowest classes are somewhat backward. English is taught in all classes but the 10th or lowest.

2. Branch Schools.

111. There are two branch schools in which no English is taught. In these the highest class boys are well advanced in Persian, and have learned Arithmetic to Vulgar Fractions. There has been no material alteration in the number of boys, or the cost of the schools.

3. Cantonment School, Jalandhar.

112. It will be convenient to notice in this place the school in the cantonments belonging to the same Mission, and serving as a feeder to the main school. This is entered in the return for aided Middle schools, and passed 1 out of 2 boys at the last Middle school examination. The number of boys has somewhat fallen off, but the fees have increased from Rs. 139 to 159. In many respects the classes are backward, and the arrangement of the school does not appear good. It is not likely that any of the boys will be fit to go up for the Middle school examination for a year or two.

American Mission School, Gujranawala.

113. In the Gujranawala Mission school the number of boys has decreased from 440 to 367, but I am happy to see that the amount levied in fees has nearly doubled, though still far too small for a school of such size and standing. The organization of the school is very defective. The highest class is preparing for the next Entrance Examination of the Calcutta University and has been well taught. The next class is also reading the English Entrance Course, and Collier's History, but in Mathematics are not beyond the highest class of a Middle school. In the 3rd class one boy only did easy English dictation at all well, and the whole class is equal in Arithmetic to the lowest class of a Middle school. The classes fall off rapidly as you go lower, until in the lowest class of over 200 boys there seems to be no attempt at arrangement or order. Two or three efficient masters have lately been appointed at the head of the school, and it is hoped that they will bring it into better order. The majority of the junior masters appear to be very inadequately paid.

Church Mission School, Kangra.

114. The Kangra Church Mission School has to some extent recovered its numbers, there being 60 names on the books at the end of the year, besides 35 in the branch school, only Rs. 35 were collected in fees during the year. As I have not yet seen the school since reporting on it last year, I am unable to state what progress it has made.

Church Mission School, Dharamsala.

115. For the same reason I am unable to report on the condition of the Dharamsala Mission School

Anglo-Vernacular School, Kanhyara.

116. At the urgent request of Mr. Shaw, who subscribes Rs. 20 a month, and at the recommendation of the Deputy Commissioner, the Kanhyara school was re-opened during the year. There were 31 names on the books at the end of the year. Four boys are in the middle school and learn English. Of the remainder 12 are in the highest class of the lower school. I have not had an opportunity of inspecting this school since it was re-opened but I hope to do so very shortly.

Church Mission School, Jhandiala.

117. The Church Mission school at Jhandiala in the Amritsar district shews some improvement in the teaching of the upper classes, especially in Arithmeticand English reading. When I inspected the school, there were only 8 boys in the Middle school, and 3 others passed the lower school examination, making up 11 altogether in the Middle school, a reduction of 4 on the numbers of the previous year. The lower classes had not been well taught. On the whole I consider that the cost of the school is far too high in proportion to the results produced.

Regimental School 4th Gurkhas, Bukloh.

118. I found the regimental school of the 4th Gurkhas in anything but a satisfactory condition. The classes were not well arranged, and no subject had been properly taught, Colonel Tytler, who takes great interest in the school, at once determined to re-organize the school, and more efficient teachers have since been appointed. I hope to find the school in good order when I next visit it.

Church of Scotland Mission School, Siyalkot City.

119. The Siyalkot City Mission school has made good progress during the year. The Government scheme of studies is followed very nearly, the chief variation being in the lower school, where the boys seem to learn more Persian and less Arithmetic. There are 13 boys in the Middle school, but all the latter have not passed the lower school examination, indeed no boys succeeded in passing that test this year. The answering of the boys in the Middle school examination was very good in all subjects. Urdu and Persian are better taught in this than in most Mission schools. There is a branch attached to this school, but it is not entered in the returns. It contains 96 boys, and is well taught.

Church of Scotland Mission School, Siyalkot Cantonments

120. The school in the Siyalkot cantonments belonging to the same Mission, is a fair specimen of a Cantonment school. The English teaching in it is fair, Persian good, other subjects decidedly weak. The number of boys has fallen from 87 to 80, but fees have increased from Rs. 126 to Rs. 152.

Church Mission School, Narowal.

121. The number of boys in the Narowal school has fallen from 117 to 92, but the fees have increased from Rs. 41 to Rs. 62. The number of boys in the Middle school has also fallen to 19. The cost of the school is large, compared with that of a Government school of the same class.

2 Adult Schools at Lahore

122. The two adult schools in the city of Lahore, continue as before, though a considerable falling off has taken place in the attendance in the Mission school. These institutions are popular, and no doubt very useful; but I still cannot help thinking that they would be more effective if they combined their resources and formed one school.

Anglo-Vernacular School, Mian Mir.

123. In the Anglo-Vernacular school at Mian Mir the number of boys has increased from 77 to 96, and the fees from Rs. 65 to Rs. 93. The school has an able headmaster, and its organization is far better than it was a year ago. There are 53 boys in the Middle schools.

Church of Scotland Mission School, Wazirabad.

124. The Wazirabad school, belonging to the Gujrat branch of the Church of Scotland mission is a useful and efficient institution. There are in all 129 names on the books of which 76 are entered in the Middle school. Of these 76 however, 20 failed altogether in the lower school examination. The Middle school is well taught, but this has not been the case with the lower school. The staff of teachers in the latter has been lately improved. Fees have increased from Rs. 98 to Rs. 167.

Anglo-Vernacular school, Firozpur.

125. The Firozpur school may be called an aided Zil' school. The number of boys in the middle school has increased from 66 to 70. Six boys went up for the Middle School Examination, of whom 4 passed, of the rest one was turned out of the examination for an attempt to cheat and the other failed in general knowledge. The classes are all well arranged and have been carefully taught. In the branch schools the number of boys has increased from 375 to 390. These schools are very efficient, especially the one inside the city managed by Ahmed Khan. Fees collected during the year amounted to Rs. 450, a slight increase on the previous year. Lala Dhuni Ram and Munshi Inayutullah deserve great credit for their efficient discharge of their duties.

Anglo-Vernacular School, Firozepur Cantonment.

126. The Firozpur cantonment aided school was not so well taught during the year under review as in previous years. Arithmetic and Geography are very weak throughout the school, and translation from English has not been well taught. Urdu and Persian have been better attended to. The best feature in the school is the increase of the fees which have risen from Rs. 89 in 1870-71 to Rs. 139 in 1871-72.

Anglo-Vernacular School, Gurdaspur.

127. The Anglo-Vernacular School at Gurdaspur, the origin and establishment of which were described in para. 80 of my last annual report, received a grant-in-aid of Rs. 300 a month during the year, and has thus been brought on the returns for the first time. It contains altogether 194 boys of whom 103 belong to the Middle, and 91 to the lower school. In the returns the column of fees is left blank, which I do not understand, as I know that fees are levied. The school has made excellent progress and is highly popular throughout the district, a fact which is proved by the circumstance that a considerable number of boys have come in from distant villages at their own charges. The boarding house is well conducted, and athletic sports are regularly practised.

LOWER SCHOOLS.

Lower schools have been already noticed.

128. All the lower class aided schools have been already noticed in connection with the schools of a higher grade to which they are attached.

FEMALE SCHOOLS.

Female Schools. Statistics.

129. The number of aided female schools at the end of the year was 176 or 12 fewer than at the end of the previous year. The reduction has been chiefly in the city of Amritsar where some hopelessly inefficient schools were reduced. The number of girls has consequently decreased from 4,669 to 4,326. The cost of these schools has been reduced by nearly Rs. 2,000.

Notice of some of these schools.

130. Of these there are very few that deserve any notice. The Hindu schools in the Jalandhar district teach next to nothing, and the same may be said of the district schools in Kangra and Firozpur. One of the schools, (the Mahomedan one) established at Hushyarpur by the American Mission collapsed during the year, but the other, a Hindi school is doing well. The Church Missions school at Kangra is a fair one, though not as good as it used to be. Some of the schools require separate notice. Those in the cities of Lahore and Amritsar I will write of when I come to treat of the Normal Schools with which they are connected.

Church Mission Orphanage, Amritsar.

131. The Girls' Orphanage at Amritsar is in a more satisfactory condition than formerly, and has made progress during the year. I cannot but think that it is a mistake to make English the principal part of the education here given. A sound vernacular education with perhaps English added as an accomplishment in the case of the most advanced girls would, I have no doubt, be far more useful to the girls in their after life.

Lady Lawrence Girls' Schools.

132. The Lady Lawrence schools at Amritsar have worked very well during the year. The Urdu Persian Normal class has turned out two trained teachers, both of whom have taken employment, one at Ambala, and one in Amritsar. The other Normal classes are working well. The primary schools are above the average of schools of this class.

133. Though called in the returns district schools, the aided female schools of the Guj-

Gujranwala. District school.

ranwala district are all situated in the city. These schools were reported on very unfavorably last year, but since then a native lady, well educated, has been appointed to superintend them, and her frequent visits have already produced great improvement. If this arrangement continues, considerable progress may be looked for this year.

District Schools, Siyalkot.

134. The female schools in the Siyalkot district are the best in this circle. They are well organized, carefully looked after, and fairly taught. Great encouragements are held out by the local authorities to the teachers and pupils, and the result has been the success of an experiment which has failed in so many other places. Mrs. Mackintosh inspected nearly all the schools, and expressed herself well satisfied with their condition and progress.

INDIGENOUS SCHOOLS.

Indigenous Aided Schools.

135. In the return of indigenous schools is entered a number of aided schools which cannot properly be called indigenous. Such are the Moravian Mission schools in Lahul, the gardening school of the Agri-Horticultural Society, and also perhaps the vernacular schools at Jalandhar and Futtehgurh, of these schools I will give a short separate account before reporting on the general character of the indigenous schools of this circle. I think, however, that it would be far better if these aided schools were for the future entered in the returns of aided schools of the Middle or lower grades.

Vernacular School at Futtehgurh, Zillah Gurdaspur.

136. The school at Futtehgurh in the Gurdaspur district is under the management of Maulvi Mohamed Ali Shah, who receives a grant of land and a money grant of Rs. 120 per annum for its support. The Maulvi has had his son and younger brothers educated in the Lahore Normal School with a view to make them efficient teachers of his school. The attendance is large, and the instruction good. The Government scheme of studies for vernacular schools is strictly followed, and the school will probably be able to rank in the Middle class.

Vernacular School at Jalandhar.

137. The Jalandhar school originally belonged to Khalifa Ibrahim, who died during the year. It existed for very many years as an indigenous Persian school, and an excellent Persian education was given in it. Most of the Amlah of the Jalandhar and neighbouring districts have been educated at this school which is also attended by the children of all the more respectable Mohamedan inhabitants of Jalandhar. The proprietor of the school appreciating the growing value of instruction in subjects of general knowledge, resolved to introduce the teaching of Arithmetic, Geography, &c., into his school, and applied for a grant under Art. XIX to enable him to engage the services of a competent teacher. The death of Khalifa Ibrahim last year was a great loss to the school, which is now kept by his nephew, Baha-ul-din a young man of 20 years of age. The school has latterly somewhat fallen off in efficiency, but it will be carefully looked after by the local authorities, and will doubtless recover itself; an annual grant of Rs. 180 is given to the school.

Moravian Mission School, Lahul.

138. I have no exact information regarding the progress of the schools belonging to the Moravian Mission in Lahul. At the end of the year they contained 144 boys, of whom 40 learned Urdu, and 104 Thibetan. The teachers of the schools in the villages are boys trained in the Kyelang School, several of whom know Urdu very fairly. Until very lately nothing but absolute compulsion would induce the Lahulis to send their children to a school, but now they appear to do so voluntarily.

Gardening School, Lahore.

139. The school for gardeners belonging to the A. H. Society of Lahore is doing a humble but useful work. The boys receive a good practical training as gardeners, and are taught just so much reading, writing, and Arithmetic as will be useful to them as gardeners, but not enough to make them above their work and fancy themselves Munshies.

Purely indigenous Schools. Expenditure.

140. The returns of the purely indigenous schools are very unreliable, but I suppose we may take them as giving an approximation to the actual number of these schools and their pupils. In the majority of cases the teachers of those schools are paid in kind. At harvest time the zemindars are often in the habit of giving the teachers of their village a present of grain. Parents of the boys frequently send a daily supply of cooked food from their own kitchens. Presents are occasionally made of cloth, jewels, or household articles. And on occasions of

a marriage, or of other private or public festivals, an offering of a few rupees is made to the teacher. The expenditure therefore from private sources as stated in the return must be looked on chiefly as a rough valuation of the cost of the occasional presents made to the teachers.

Pandas Schools.

141. The most numerous of the private schools, and the most largely attended are the schools of the Pandas. In these the sole subject taught is a rude system of bazar accounts. The boys learn first the Multiplication table in integrals as high as 20 times 20, or even higher. Then they are put through fractional tables, are taught to add and subtract large figures, without writing them down, and finally to calculate profit and loss, interest and discount. The whole is done by an ingenious though rude system of mental Arithmetic, the only writing taught being a sort of phonetic writing of names, and of course the Hindi system of notation. The education given in these schools is all that is obtained or cared for by the ordinary Banniah or Mahajan, and indeed it is just sufficient to enable him to carry on all the intricacies of his petty trade. These schools are liked too by the people, because they are useful in keeping their children out of mischief. They serve as infant schools to which children of the most tender years can be sent to be taken care of from morning to night, while the parents are engaged in their daily avocations. The ages of the boys in these schools range from 2 or 3 to 13 or 14.

Arabic Schools.

142. The Arabic Schools come next perhaps in point of number. These are purely religious schools, held nearly always in a mosque. The course of study in almost all of them consists in learning portions of the Koran by heart, and acquiring familiarity with forms of prayer and religious observance. In a few schools a wider range is taken and after the Koran and some commentaries have been mastered, the study is extended to works on Grammar and logic. The ages of the students in the Arabic Schools extend from 8 or 9 to 60.

Persian Urdu Schools.

143. The Persian and Urdu Schools are not so frequent now as before the Government Vernacular Schools were started, but there is still a large number of these scattered all over the country. The old system of instruction was as follows. The boys first learned the alphabet, and then were at once put to the Karima, a collection of Persian aphorisms in verse by Sheikh Sadi. This book they were made to learn by heart from beginning to end without spelling or understanding a single word. When by patient labor of many months, poring over their books with their fingers running along each line as they repeated it, they had committed the whole to memory, the letters and words had become so familiar to their eye that they were able to read with some facility. They were then put through the book again, this time learning the meaning of the couplets, also by heart. They then went on to the Gulistan, Bahar Danish, and other Persian books of questionable morality. Very little grammar beyond the conjugations of the verbs was taught. The course was a most laborious one, and it required many years of hard labor to make a lad a good scholar; at the same time the system, though admirably calculated to strengthen the memory was equally calculated to weaken and crush the faculty of independent thought. This course of instruction is still followed in many schools, but I am happy to say that in many also the more logical system employed in Government schools is being adopted, and with it many or most of the Government school books. The ages of the students varies from 6 or 7 to 20 or 22 years.

Hindi and Gurmukhi schools.

144. Hindi schools are rare in the Panjab, and though I see in the return of indigenous schools a considerable number entered as Hindi students, I imagine that these are intended to include the students of Gurmukhi who are more numerous. I have no recollection of having seen any private Hindi school, though small Gurmukhi schools are not uncommon. The books read I am not acquainted with, but I fancy few boys learn more than just to read and write.

Sanscrit Schools.

145. There are a few Sanscrit schools in this circle, but very few. In such as these the books chiefly studied are the Shasters. General Literature, Metaphhysics, &c., are seldom touched. The best school of the kind perhaps is the one maintained by Rai Mul Sing at Gujranwala.

English Schools.

146. Amongst indigenous schools I see that 345 boys in the Lahore district are entered as learning English. These boys are entered in two or three schools established by Bengalis for their own children, or by benevolent native gentlemen for the children of the poorer clas-

ses who cannot afford to enter the Government school, or object to entering the Mission school. It is some time now since I have seen any of them but when last I did so they were doing fairly.

INSTITUTIONS FOR SPECIAL OR PROFESSIONAL TRAINING.

GOVERNMENT NORMAL SCHOOLS.

Government Normal School, Lahore.

147. The Government Normal school at Lahore has worked steadily and with some success during the year. The number of students has remained pretty constant, and the average attendance has slightly improved. The total cost of the institution has decreased from Rs. 13,907 to Rs. 12,915, and the cost to Government from Rs. 5,420 to Rs. 5,266. The average cost of the year's training of each pupil was Rs. 106 or Rs. 13 less than the corresponding cost in the previous year.

Results of examinations.

148. The final examinations for certificates were held as usual in April and October 1871. There were at the two examinations 35 candidates of whom only 1 failed to obtain a certificate. Of the 34 successful candidates 11 obtained certificates of the 2nd grade, 17 of the 3rd grade, and 6 of the 4th grade. The examinations of the elementary class were conducted at the same time; a large number of men were examined and there were very few failures.

Changes in the staff.

149. The Lahore Normal School has suffered in efficiency for a long time from the very incompetent staff of teachers that it possessed. These men had been in the school from its earliest days, and were no doubt at that time as good men as could be procured on the salaries offered; but the progress made by education in the province had left them far behind, and yet they had so long enjoyed their positions that it seemed hard to disturb them. The work, however, dragged, and it required the greater exertions to keep the school in anything like a state of efficiency. The examiners too frequently complained of style in which the answer papers were prepared, and it became at last absolutely necessary to remove the old teachers and appoint better men. Three men have accordingly been superseded, and the result, as far as opportunity for judging has occurred, has been satisfactory.

Teaching of Method.

150. In opposition to the view expressed by Mr. Pearson in his last report, I must say that I consider the teaching of method a most important part of our Normal school system. There is no doubt that in this country it is very difficult to teach it with success, for the masters of our Normal schools have themselves had no experience or practical training in it. Nevertheless by careful study and thought they may qualify themselves to do very useful work in this respect. Lalla Thakar Das B. A., the present Headmaster of the Lahore Normal School has given special attention to this subject, and his exertions have met with no small degree of success. Mr. Rodgers, the Principal of the C. V. E. Society's Normal School at Umritsur spent a week in examining the students in the art of teaching, and expressed himself highly pleased with the great progress they had made since his previous visit.

State of the building.

151. The building occupied by the Normal School is the same as before. I have so frequently brought to notice both in my annual reports, and in official and demi-official letters, the gross unsuitableness of this building for the purpose, that I am almost tired of dwelling on the subject. Mr. Rodgers in his report on his last visit to the school expresses in the strongest terms his sense, not merely of the unfitness of the building for a school, but of the positive changes to the health of the masters and pupils that is incurred in its continuous use. I trust that Government may be induced to take some active steps in the matter.

AIDED NORMAL SCHOOLS.

Statistics.

152. The number of aided Normal schools is now 5, of which 4 are for females, and one for men. At the end of the year there were 26 men and 157 women studying in these schools, which is a decrease of 2 men, and an increase of 36 women since the end of the previous year. The cost of these schools has diminished from Rs. 23,496 to Rs. 22,952, and the cost to Government from Rs. 15,386 to Rs. 14,782. The number of women learning Urdu in the Normal Schools has increased by 36 which is a very good sign.

153. The Lahore Female Normal school has suffered seriously from the frequent

Lahore Female Normal School.

change of superintendents. Some progress has, however, been made both in the Normal and the Primary Schools, but it has been small, and much less than in other institutions of the same character. Mrs. Mackintosh's report of these schools has been sent to you, and I have no copy of it.

Jalandhar Female Normal School.

154. The Normal School at Jalandhar has made good progress under Miss Golaknath. A Hindi department has been opened in it, of which the students are beginners, but in the Urdu department the teaching as far as it has gone, appears to have been really good. The pupils can read and write well, have a fair knowledge of History of India and Geography, and can do sums in the compound rules. The Model School opened last year has worked well. Two women left the school during the year, one of whom has become a teacher.

Female Normal School, Amritsar.

155. The Amritsar Normal School has worked excellently during the year, and several women have qualified for teacherships and left the school to take employment. Mrs. Mackintsh's report was sent to you, and as I have no copy and have not roeceived the usual annual report from the Committee, I am unable to give any further information in this place.

C. V. E Society's Normal School, Amritsar.

156. There is little occasion for me to write much regarding the C. V. E. Society's Normal school at Amritsar. The same course of study is followed there as in the Government Normal school, but the instruction given in the art of teaching is far superior to what can be achieved in the Government school. About 30 trained teachers have left the school and obtained employment. Having supplied the wants of the Mission school in the Province, Mr. Rodgers now finds a difficulty in obtaining employment for his men. I have given appointments to 2 or 3 of them and have found them very useful.

Siyalkot Female Normal School.

157. Very good work has been done in the Siyalkot Female Normal school. It was carefully examined by Mrs. Mackintosh, whose report was sent to you.

157. In conclusion I have to acknowledge with sincere thanks the cordial co-operation I have experienced from all the district officers in my circle.

C. W W. ALEXANDER,

Inspector of Schools, Lahore Circle.

DEHLI, 24TH JUNE, 1872.

RAWAL PINDI CIRCLE.

DR. G. W. LEITNER, M. A., PH. D., INSPECTOR,—*(In temporary charge.)*

PRELIMINARY REMARKS.

1. I took charge of this Circle on the 5th February 1872 in consequence of a temporary exchange of appointments between myself and Mr. C. Pearson, the regular Inspector.

2. The Circle consists of 8 Districts, Rawal Pindi, Jhelam, Gujrat, Hazara, Peshawar, Kohat, Banu and Dehra Ismail Khan.* The five latter or Frontier Districts are still in a very backward condition, but Rawal Pindi, Gujrat and Jhelum can be compared with other advanced districts in the Panjab, a fact which is mainly due to Mr. Pearson's management.

3. The term "advanced" must, however, be accepted in a relative sense. Even in the three districts which I have named, special efforts encouraged by Government, are still needed to create a real interest among the people in education, to bring the leaders of native society into relations of friendship and confidence with the Inspector, and to inspire both teachers and taught with greater zeal and a more complete perception of the extent and practical usefulness of their work. Many suggestions made by Mr. Pearson in previous reports still remain to be carried out. I am, however, happy to say that a movement, in the direction which I have indicated, has just begun in this Circle, from which I expect great results under the hands of Mr. Pearson. Rs. 2,900 for general educational purposes have been collected in the Gujrat District. The principal Local Committees in the Jhelam district have enthusiastically proposed that a third of the local revenues be devoted to creating new schools, and providing assistant masters for existing schools, and have thus, in a measure, anticipated the recommendation of the Government regarding the proportion to be given to education on the local 6 per cent. land rate. Over Rs. 2,000 have been subscribed, in addition to endownments in land, in the same district for Mohammadan and Hindu grant-in-aid schools, and there is every reason to believe that the Rawal Pindi district will follow, in as liberal a manner, the example set by other districts.

4. Indeed, the only means, in my humble opinion, of exerting a lasting influence on the people of this Circle, especially those of the Frontier, is by the establishment, under proper guidance, of semi-secular schools. A permanent change in the character of the people of the Frontier can only be effected by educating the rising generation. In order to carry out this object the parents must take a real interest in the matter, but they will never do this, unless their sacred studies are, to some extent, recognized by Government. I admit that there are difficulties in dealing with the question, but they will have to be met soon and they are not insuperable to officers intimately acquainted, with the feelings, the language and the religion of the natives. In whatever way, however, the interest of the people may be sought to be awakened in education, the co-operation of the district officers and the raising of the status of the higher native educational officials are the essential conditions of success in this Circle.

5. In connection with the above remarks I would venture to quote the following para. from the Report of the Deputy Commissioner of Hazara, sent in this year for the first time. "The education provided for the Government schools is not sought after by the people of Hazara, and it will be long before anything like progress is made." The Commissioner, however, adds with regards to Haripur, "the town is full of Hindus who generally appreciate the education given in Government Schools." I hope to be able to devote special attention to Hazara this year. The Deputy Commissioner of Dehra Ismail Khan, supported generally in his remarks by the Commissioner, after pointing out that the Hindus "take care not to allow their prejudices to stand in the way" of acquiring a remunerative education, thus speaks with regard to the Muhammadan agriculturist: "He does not see how education

* If Shahpur were made over to this Circle and Dehra Ismail Khan transferred to the Multan Circle, there would be a great saving of time, and the Inspector would be able always to move in his own Circle, instead of having to rejoin it from Dehra Ismail Khan via Shahpur or Multan. Besides, Shahpur is accessible from both Gujrat and Pind Dadan Khan; is on the road of the Inspector making the whole tour of his circle in one marching season, and finally, contains more schools than Dehra Ismail Khan. The proposed management would also lessen the cost of inspection, which is high in this Circle.

will make him a bit better able to cultivate his lands and his bigotry against any new course of training not prescribed by his religion aid in rendering him impervious to the attractions held out to induce him to adopt an active educational course for his children. Even if the cultivation of the mind should occur to him as desirable, he prefers to effect it in the manner enjoined by his forefathers and his religion. Accordingly our educational system is shunned as a rule by the sons of the soil in these remote parts." With regard to Peshawur the Director Public Instruction Punjab remarks :—*" It is, however, very desirable that the schools should be taken in hand by the district officer, and till his influence is brought to bear on them there can be little hope of improvement. If the schools were placed on a really satisfactory footing, and if the people could be induced to show some interest in education, there can be no doubt that very important effects on the character of the inhabitants of the valley would be apparent in the course of a few years."

The above remarks apply to the Frontier generally. From Rawal Pindi the Commissioner has furnished a memo. advocating a more practical system of education, which has been forwarded to Director Public Instruction Panjab, and with which I generally agree. That, however, there is much to be hoped for in this Circle, if proper steps were taken, may be inferred from the following para. of the Deputy Commisioner of Gujrat in connection with the movement to which I have alluded. There has been " created throughout the district a keen feeling in favor of education, which, I feel sure, will result in many parents deciding to send their children to school and thus increase annually the number of students." These remarks apply with equal force to the Jhelam district.

6. In the extension and liberal interpretation of the grant-in-aid rules to all classes without distinction will, as I have represented for years, be alone found the solution of educational problems, [including the question of " Muhammadan education"] and the fulfilment of the Educational Despatch of 1854. It alone will gain the confidence of the people and their co-operation with us for the general aims of the Educational Department.

7 *(a)*. What can be done by grant-in-aid institutions has been shown by the success of the Mission School at Rawal Pindi, which secured for this Circle the highest position gained by the Panjab at the late Entrance Examination of the Calcutta University. Indeed, were it not for Missionary institutions, this Circle would be without higher education of any kind. This debt of gratitude which we owe to them should be borne in mind when considering the subject-matter of the next para. to which I solicit your earnest attention.

7 *(b)*. The object of the grant-in-aid rules seems to me to be to relieve Government of a portion of the expenditure which it would otherwise have to incur by the extension of education. If, however, any grant-in-aid institution costs more than double the sum of a Government school of corresponding rank and numbers, it is a question whether it would not be more to the interests of the people to have two Government Schools instead.† I believe that an examination of the sums paid to grant-in-aid institutions with the above view, would yield important information, though it would by no means decide the matter. Indeed, it may be said with regard to the Panjab generally that the higher the character of the instruction imparted and the fewer the scholarships given to neutralize, to some extent, the temptation of employment, the smaller will be the number of pupils and the greater the cost of each to the State. And it should always be remembered that Government institutions are eventually to make way for equally well-conducted grant-in-aid schools.

8. No decided progress will, however, be possible in this Circle, unless Government maintains for many years to come, an upper school in every district which does not already possess one. Next to the abolition of village schools, which has been effected throughout this Circle to the surprise and sorrow of the people, is the injury done to education by the reduction of Upper Schools. To quote the words of the Officiating Deputy Commissioner of Dehra Ismail Khan. " A good central school, might, however, have a beneficial effect in giving life to the dead state of elementary education in this quarter, especially if provision was made to give it a certain number of stipendiary students. For without such a school our system appears broken and incomplete, as at present boys, who have mastered the wretched course that they get in the village school cannot proceed any further without undergoing the expense and trouble of proceeding to Rawal Pindi and Lahore."

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* These remarks were made by Captain Holroyd on the Inspector's report of the schools of Peshawar District for 1871-72.

† The Government Female School at Jhelum has 48 pupils, and costs Rs. 96 per annum or 2 Rs. per head. The Mission Female schools at Peshawur contains 112 pupils costing 2,047-1 per annum or over Rs. 18-4 per head. Bedi Khem Singh's schools contained, according to statement for 1871-72, 2,999 pupils costing Rs. 8448 or about Rs. 2-12 per head.

I have already addressed you on this subject on behalf of Gujrat, where the progress of education renders such a step absolutely necessary, and I now propose, with your permission, to submit to your recommendations regarding other points also incidentally raised in this report. One of the advantages of the establishment of upper schools in every district would be the inspection by the headmaster, during a month or fortnight in the year, of the neighbouring village and other schools of lower rank.

9. A subject mentioned in Captain Macaulay's report deserves to be mentioned in this place, as its application is not confined to Dehra Ismail Khan. I hope, however, that the evils he complains of will, to some extent, be remedied by the measures the department is now contemplating, by the increased liberality of Government and by the extension of the grant-in-aid movement.

"Two principal causes, which appear to, at present, militate with the hope of any great success being attained under the present system of education are the absence of efficient teachers of local influence, and the insufficiency of the present emoluments to induce men of respectable family with local influence to adopt as a career, the calling of a schoolmaster as at present held out to them by the Educational Department."

10. Whilst almost everything depends on the support of district officers, and it is undoubtedly desirable that they should not only visit but also examine schools, it seems to me essential that Educational Officers should be able to assert their "speciality." I, therefore, do not regard the proposal of District Officers holding the Annual Examination anywhere in this Circle with much confidence. "Inspection" is a special study, requiring special training like every other profession. Although I consider the system of inspection pursued in the Panjab as far from perfect, because wanting in thorough and extensive professional knowledge, I must admit that it is very superior to anything that can reasonably be expected from any District Officer, however well-educated, who has not himself at one time been either teacher or inspector. Besides, it is scarcely fair to overworked district officers to burden them with labours that are the duty and privilege of the servants of the Department. In connexion with this subject I would again urge the consideration of a proposal made by me some years ago with regard to the publication of a "Manual for teachers and inspectors" in Urdu and English.

11. With reference to Female Schools, the 108 schools managed by Bedi Khem Singh, will be closed from the beginning of the next official year. 4 schools, open to supervision, remain. Attempts are made to revive or start Female Schools, and I believe that there is not, as a rule, any very great difficulty in the way of inspecting such schools in this Circle, except such as may be raised by persons interested evading enquiry. With an exact knowledge of the feeling of the natives in this matter and with careful management, the Female Schools of Bedi Khem Singh would long ago have been thrown open to the inspection of European or native Educational Officers.

12. The progress of this Circle in every direction is much impeded by the want of funds, but the liberal provisions of the Government in connexion with the "Local Rates" question,* supported as they have been been and will, I trust, still more by the recommendations of the Local Committees, seem to afford a prospect of a great educational future for this Circle, whilst for the success in the past, in spite of difficulties, the entire credit is due to Mr. Pearson and to the Civil Officers who have seconded his efforts.

13. It is however no use deceiving ourselves into the belief that our educational system has a great hold on the masses. Whilst at a cost of Rs. 174,802-12-8 we instruct and inspect in this Circle, 216 schools containing 13,988 pupils, the people *educate*—to feelings not of loyalty—21,632 pupils in 774 unaided indigenous schools maintained at an annual cost of Rs. 31,099-6. In reality, it will be found that there are more than double that number of schools (containing nearly 40,000 pupils) unaided by Government. I have heard it denied by an Inspector of long standing that there were any such schools,† but this is merely another proof of how little we, who ought to know most of the inner life of the people—are acquainted with what is going on. But even, if double the number of pupils, supposed to be under instruction in both aided and un-aided schools, were actually and properly educated, we should not have fully discharged our duty to the masses. We are bound to take more notice—in a national and representative spirit—of the Indigenous Schools. (I need scarcely say that I have examined several of those schools). Yet in the face of the appalling igno-

* In the Jhelam District the recommendation of His Honor the Lieutenant Governor were almost literally anticipated by the suggestions of the Local Committees made to the Deputy Commissioner.

† I must mention that Mr. Pearson used to inspect the aided Indigenous Schools which existed in this Circle in 1868-69.

rance of the country, and knowing that the Supreme Government would strongly support any measure for the *extension of* education, we have *abolished* numerous village schools in order to feed a few central places convenient for our inspection, instead of endeavouring to have A SCHOOL IN EVERY VILLAGE in the Circle. There can be no doubt that unless we strengthen and improve University Education, "Primary" and "Secondary" Education have no standard to look to, but this can never be an excuse for neglecting the masses. The Panjab University, which is established on a national basis, is the most effective organization for giving life to education and reality to our department. I therefore, look with much favour on the proposals of Districts in this and the Multan Circle to send men on scholarships to that University, or to strengthen its general work for the country by means of subscriptions and schools, affiliated to one or the other of its Departments. The "resolution" of the senate of that Institution to help schools, in which efficient secular instruction is imparted in addition to any religious teaching there may be given in them, is a solution of the "Muhammadan question," whilst it enunciates a principle of the widest application to all denominations. The effect of this "resolution," so far as it has been carried out, has been to promote toleration and to create a feeling of genuine attachment to a "truly paternal" Government, for not only have Hindu, Muhammedan, English, Anglo-vernacular and Vernacular schools been started or projected, but even in the purely Muhammedan School at Bal-Bikari, the majority of the pupils are Hindus who read the secular subjects only. The effect on the native priesthood will be to induce it to study its own classics critically and to add to them a knowledge of Western sciences—the ignorant members, whose only learning has been disloyalty, will lose their influence, and those who are anxious for the propagation of still higher truths and learning will find a field ready prepared for their labours, whilst Government, having the interest of the priesthood on its side instead of against it, will have at its disposal a powerful agency. Anyhow, whatever be the nature of the schools established, it is to be wished that the melancholy sight of ranges of 12 miles and upwards being without any educational appliances, will no longer be tolerated by a civilised and wise Government.

GENERAL STATISTICS.

14. Before proceeding to the first section of the report, as it is prescribed to be written, that of "Controlling Agencies" I find it necessary to give a general outline of the work with which they have to deal.

There are altogether 216 schools in this circle Containing 13,988 pupils against 223 schools containing 12,041 pupils of the previous year. This year also several village schools* have been closed partly in order to give better salaries to the remaining teachers, whilst two branch schools have been started, one at Gujrat, the other by the Peshawur Mission. The schools may be classified as follows:

1. Anglo-Vernacular Schools.

Upper Schools (Government)		None.			
Upper Schools (Mission)	...	2	containing	..	412 pupils.
Middle „ (Government)	...	4	„	...	205 „
Do. „ (Aided and Mission)	.	4	„	...	582 „
Lower Schools (Government)	...	1	„	..	57 „
Do. „ (Aided and Mission)	...	14	„	..	994 „

2. Vernacular Schools.

Upper Schools (none)					
Normal School Rawal Pindi	... ...	1	„	...	43 „
Middle Schools (Government)	... ...	6	„	...	677 „
Primary „ „	... ...	173†	„	...	9,809 „
3 *Jail Schools*	... ...	5	„	..	847 „
4 *Female Schools* (Government)	... ...	1	„	...	48 „
Do. Do. (Mission)	... ...	3	„	...	172 „
5 *Schools for Europeans*—Lawrence Asylum, Murree cum Rawul Pindi School	...	2	„	...	142 „
Total of Schools under inspection		216	containing		13,988 pupils

15. There has been a great increase in the number of pupils in the "advanced" districts, but this increase would have been much greater if there had been no reduction in the number of schools.

16. There were also 108 female schools containing 2,998 pupils (now closed) under Bedi Khem Singh. and 21,632 pupils in 1,774 unaided indigenous schools—24,630 pupils altogether who were not in any way under the control of the Department in 1871-72.

* 9 in number.

† This number includes, for the sake of convenience an elementary English school at Pind Dadun Khan.

SECTION I. CONTROLLING AGENCIES.

17. These are:

1. The Inspector.—The District Officers.

2. The Local Committees of Public Instruction.

3. The Deputy Inspector, Moulvi Safi-ul-lah, who retired on the 20th June 1871 in consequence of defective eyesight and whose place has not been filled.

4. The Chief Muharrir of Rawal Pindi, Lala Bhagwan Das.

Do.	Do	Jehlum, Kaji Alim-ud-din.
Do.	Do.	Gujrat, Moulvi Ahmad Hasan.
Do.	Do.	Dehra Ismail Khan, Ghulam Muhammad.
Do.	Do.	Bannu, Muhammad Baksh.
Do.	Do.	Peshawur, Mirza Ismael.

5. The Zila Muharrirs of Hazara and Kohat who have only 2 and 4 village schools respectively to inspect.

18. The Muharrirs of Rawal Pindi, Jhelum and Gujrat have done their work admirably; those of Dehra Ismail Khan and Peshawur very satisfactorily, and the Bannu Muharrir fairly. No changes have taken place in that staff.

19. The Chief Muharrirs have regularly visited all the schools under their charge. Of the 216 schools Mr. Pearson inspected 69 and I 100. The District Officers have visited schools occasionally, and have encouraged the progress of education in various ways, especially at Gujrat, Jehlam and Rawal Pindi. The Tahsildars have also visited the schools, but there is no doubt that their efforts would be greatly stimulated, if they were given to understand that their promotion, in some measure, depended on the progress of education in their Tahsils.

20. The method of examination which I adopted somewhat differed from the one in vogue. The aim being how most to influence teachers, children and parents it became necessary to show; (1) that every subject taught had a practical bearing—a fact most parents in the agricultural districts doubt; (2) that "individual" as well as "class" excellence was recognised; (3) that the subjects prescribed had been really taught. With this view I put questions in every subject having reference to "common things;" examined each pupil individually and went through the course laid down. To "written" I added "oral" examination—successful boys were put in the 1st, 2nd and 3rd divisions respectively—those in the first division being brought to special notice. Results of examination and instructions to teachers were left at most places. I conversed with the masters on their work and ascertained their attainments, wishes and local information, and publicly stated my reasons for the praise I gave to those who had done well. Native notables, the parents of the pupils, Moulvies and Pandits, and sometimes the whole of their schools were invited to attend the examination and distribution of prizes, sweetmeats, &c., &c.

21. (4 and 5) I greatly regret the disparaging tone in which the Committees of Local Instruction and the educational work of Tehseeldars are treated in previous Reports. It is not the duty of Educational Officers to "put down," but to "develope" native agency. In spite of the difficulty in my way of holding my office only temporarily, I found the native gentry and officials only too glad to help me, if they could, and to discuss proposals for their improvement. I held meetings at Gujrat, Jelalpur, Jhelum, Pind Dadan Khan, Chakwal, Talagang, Bal-Bikari, Danala, Rawal Pindi and other places. I made the acquaintance of almost every native of any influence in the places I visited, and met many friends of the Department, among whom I would mention Raja Zeman Mehdi of Darapur. The Tahsildars everywhere, but especially those of Jhelum, Talagang and Chakwal exerted themselves on behalf of the Department. Learned Moulvis and Pandits emerged from their obscurity to meet the Educational Inspector. As a proof that these Committees are not so useless as was supposed, I beg to annex a statement of their subscriptions and proposals:

I. Gujrat. *(a)* Rs. 2,900 have been raised to promote some village schools to the status of Middle Schools, and to provide an Upper School for the city of Gujrat. Parents have been willing to sacrifice the scholarships received by their sons at Lahore if this boon were conceded to Gujrat.

(b) Discussions regarding the establishment of Female Schools of an Anjamun and of semi-secular schools for the two leading creeds are taking place among them.

II. Jhelum Rs. 750 subscribed for a Muhammedan School.
Talagang „ 850 Do. Do.
Chakwal „ 500 & land do. for a Hindu-Muhammedan School.
Bal-Bikari 200 Do. Do.

and applications reach me from different places in the Jhelum and Rawal Pindi districts, for English, Anglo-vernacular, Vernacular, and Oriental Schools, the applicants often professing a readiness to subscribe half the amount required for the maintenance of these schools.

III. The Local Committee of Chakwal proposed to help education in addition to what is already given, in the following way :

1.	For a Government School in every unprovided village ...	Rs. 1,800	per annum.
2.	To provide Assistant Masters for existing schools ...	„ 750	„
3.	For a Hindu-Muhammadan School ..	„ 800	„
4.	To help the Panjab University in examining and inspecting these schools, and in rewarding Oriental Scholars, publishing oriental books &c., &c. ...	750	„
5.	To provide Scholarships for promising youths anxious to prosecute higher studies of a professional or educational character at Lahore	400	„
	Total of additional help to education...	4,500	per annum.

IV. Talagang was equally liberal and circumspect. Pind Dadan Khan would only propose an additional Rs. 1,500 per annum, and Jhelum followed the lead of Chakwal. The Municipal Committee of Rawal Pindi offered Rs. 100 to the best man from their district in the Panjab University Entrance Examination, and other offers from that District have reached me.

22. I think it of great importance to our Department that Inspectors and District Officers should make their tours coincide, provided always that the tour is distinctly understood to be an educational one ; otherwise the Natives will gather round their own "Hakim" and the Inspector may find himself more neglected than if he had gone alone. Major Harrington of Gujrat made his tour principally an educational one, and to this fact the success of my visit to that district is to be attributed. The most practical plan in my opinion would be for the Tahsildar, who can almost always spare the time, to accompany the Inspector through his Tahsil. This would be sufficient in the eyes of the natives to establish "education" as one of the most favoured operations of Government. The position of the Chief Muharrir should also be improved, and he should certainly not rank below a Naib-Tahsildar. What respect can be expected to be shown for the person and the work of an official who sits on the ground in the presence, say, of a Naib Tahsildar drawing less pay, and who has not even a chuprasi allowed him in this Circle ? If his work is to be efficient he should hold a high position in the District office.

23. The "moral influence" of an Inspector has, no doubt, its advantages, but it should be supplemented by the exercise of a *direct educational* influence in the schools he visits. At present, the only record of his inspections consists of a few notes for his own information and a few remarks—generally of a barren nature—which he puts down in the Visitors' Book—*in English !* The village schoolmasters cannot read them, and the chances against their being seen by any one except the Inspector himself on his next tour are very great. I consider that the results of the examination and the remarks on every subject connected with the school should be written at the time in the Visitors' Book, and translated into Urdu, and that the master should be required to furnish both the Muharrir and Inspector with a copy of these "results and remarks" for record in their offices. I also consider that subordinate officials and headmasters, those of the larger schools especially, should be encouraged to communicate freely with the Inspector on every subject connected with their administration, for nothing can be a greater advantage to a superior officer and to the cause of education than to be able to elicit the whole truth, however destructive to preconceptions this may be.

24. The subject of extending the marching season sometimes to the latter half of May is mentioned, under this head, in last year's Report. I consider the practice of examining schools *after* the close of the official year and including the results of such examinations within the year, as incompatible with accuracy and the early submission of Reports on which Government so strongly insists. The schools of this Circle can comfortably be inspec-

ted between the middle of October and the end of March, especially if Government continues to be satisfied with the system of inspection in vogue in this Presidency. Under other arrangements, the extension of the marching season to the end of May would have its advantages, but unless Government distinctly permit that the educational year shall begin with the 1st of June, nothing, in my humble opinion, can justify the continuance of the practice to which I have alluded and which I have been reluctantly compelled to follow. For instance, I examined the Normal School, the Mission Schools and its Branches, a Sanscrit and the Baboos' English Schools and superintended the Panjab University Entrance and Oriental Examinations at Rawal Pindi in April last. All these matters would be useful to my successor for his report of 1872-73, but unless I wish to copy the remarks of the year 1870-71, I am obliged, in a few instances, to include in my Report, some of these and other matters which do not properly belong to the year under review, I have no doubt that Government will prohibit the practice, once its existence is pointed out.

25. The change in the classification of schools, a mere office convenience will be perplexing, in village schools especially, for a time. I have pointed out before, how large a space, compared with their intrinsic value, educational forms occupy in our scheme and that to them substance and reality are frequently sacrificed. But these "forms" even are far from being perfect or business-like. The numerous and not always clearly worded circulars in this office require to be codified in brief and intelligible language, if they are to be thoroughly understood and vigorously carried out.

We have an Educational Machinery, but we have no Educational Government. Everything of importance should be translated into the vernacular for the information of the majority of our subordinates. That this is not systematically done may be inferred from the circumstance that the grant-in-aid rules devised to encourage native enterprize and the very soul of our educational policy, do not exist in a translated form in this Circle.

26. Finally, I venture to doubt the advantage of having to obtain any statistical information regarding my own Circle from the Director's office. It appears to me to be more natural and more conducive to the despatch of business and to the general efficiency of local administration for me to supply you with that information. At present, "Annual Returns," *e.g.* which could be prepared here, if all local information were sent to me direct, reach me from your office by the end of April. This alone must delay the early submission of reports. Again, there is no very strong reason why Establishment Bills for the whole of this Circle should not be countersigned by the Inspector. This would enable him to know immediately and accurately when and how certain expenditure has been incurred, &c. &c. My proposal would tend to lighten the labours of your office, whilst securing the more efficient working of my own.

SECTION II. GOVERNMENT SCHOOLS.

A. Government Zilah Schools.

Zilah Schools.

27. There are four Zila Schools in this Circle Gujrat, Jehlum, Kohat, and Abbottabad.

There is a very fair increase in the number of pupils (of 243) since last year's report. Jehlum is now classed as an "aided school" for the "lower" and as a Government school for the middle standard, and Abottabad has been again raised to the middle grade. The average cost of education in Zilla schools has been reduced from Rs. 15 a head per annum to 12 Rs. per annum.

Table showing statistics of zilla schools for 1871-72 in comparison with the same for 1870-71.

Schools.	1870-71.						1871-72.					
	Middle Schools.	Lower Schools and Branches.	Total Middle and Lower Schools.	Actual expenditure for the year.			Middle Schools.	Lower Schools & Branches.	Total of Middle & Lower Schools.	Actual expenditure. for the year		
Gujrat ...	61	234	295	5,727	..	..	102	377	479	5,078	5	...
Jehlum ...	48	108	156	2,200	...	...	60	131	191	2,803	12	8
Kohat ...	26	88	114	1,848	...		30	82	112	1,898	11	...
Abbottabad ...	23	21	44	703	..	...	13	57	70	1,006	...	...
Total....	158	451	609	10,478	...	...	205	647	852	10,786	12	8

The above table shows an increase of 47 pupils in the Middle and 196 in the Lower Department. The rise in number is in every way satisfactory.

It will be observed that the increase of numbers has chiefly taken place in the middle and Lower Departments of Gujrat. I append for your perusal a report by the active and public-spirited Head Master, Mr. Wallis.

28. There were 8 candidates for the middle school examination from Gujrat, 3 from Jehlum, and 1 from Kuhat who all passed. The lower standard examination was even more successful than last year at all the schools.

Lower Standard Examination.

Schools.	1870-71.		1871-72.	
	Examined.	Passed.	Examined.	Passed.
Gujrat ...	30	28	40	40
Jehlum ...	15	4	21	21
Kohat ...	9	9	14	14
Abbottabad ...	...	..	4	4
Total .	54	41	79	79

29. Statement of fees collected during the year.

Schools.	Gujrat.	Jehlum.	Kohat.	Abobttabad.
Middle School ...	225 10 0	253 5 0	35 12 0	20 7 0
Lower School ...	417 4 9	188 8 0	127 11 0*	24 14 0
Total ...	642 14 9	441 13 0	163 7 0	45 5 0

* This item is not entered in the "Anuual Returns" sent to me.

Gujrat Zilla School.

30. There has been an addition of 51 pupils to the Middle, and of 141 to the Lower Departments. The stimulus given to trade by the establishment of the Chenab and Jehlum Bridges, to which reference is made in last year's report, has not increased in anything like the same proportion the Mission School, Gujrat, and the Government School, Jehlam. The fees have risen from Rs. 500 to Rs. 642-14-9. Although the headmaster is more lenient in the exaction of fees than his predecessor. The discipline and teaching are good, although the tendency of confining the boys' attention to the letter of the text-book is as strong at Gujrat as elsewhere. A very great improvement has taken place since last year in translating from Urdu into English. The Branch Schools have been re-organized by Mr. Wallis, who started a new Branch School late in 1871 which now numbers 120 boys, of whom 100 read Hindi—the language that attracts them to the school when many of them are induced to read Urdu. The masters, especially Sowan Singh, seem to have worked admirably, and Moulvi Shamsuddin, a good Oriental scholar, and Duni Chand have worked satisfactorily, but it is almost invidious to particularize where all have done so well, with the exception of Fathuddin, Panda, who seems to have incurred the headmaster's displeasure. Athletic sports are prosecuted with vigour. Mr. Wallis exerts himself to gain the co-operation of officials, of the Local Committee and others in his schemes for the advancement of local education, and if encouraged and counselled is likely to do a great deal of good. I must mention that Sheikh Saudi, who officiated as 2nd master for Mulchand, has done so well, that I have recommended his being permanently appointed and that his name has been entered in your list of suitable candidates. The progress made in the city of Gujrat has been so great as to call for the revival of an "Upper School." The return of the scholarshipholders of Gujrat from Lahore would at once put an "Upper School" into full working order. The present Head Master is fully competent to take charge of such a school. The people anxiously wish for it. The measures is just in itself and can be carried out with little expense, whilst the opportunity might be taken of giving promotion to the teachers who have long deserved it.

JEHLUM ZILA SCHOOL.

31. I inspected Jehlum Zila school on the 2nd March 1872.

MIDDLE SCHOOL.

3rd Class	On the rolls	34	present	34
4th Do.	„	10	„	9
5th Do.	„	10	„	10
6th Do.	„	6	„	6
	TOTAL...	60	„	59

LOWER SCHOOL.

2nd Class	On the rolls	59	present	56
1st Do.	ditto	75	„	73
	TOTAL...	134	„	129

The results of my examination agree with Mr. Pearson's remarks, and show that the progress which might have been legitimately expected has not been made, whilst the 6th or highest class is good at Persian dictaction, fair at translation into Urdu and good at Persian Penmanship, it is indifferent in English reading, Penmanship and Transliteration. It is however fair in Geography and History. The 5th class whilst better than the 6th at Translation and English Grammar as well as at Dictation, Transliteration, &c., &c. is much below the 4th in Penmanship. Its Arithmetic, Geography and History are fair.

The 4th is very poor at English, as indeed are all the classes, but is excellent in Penmanship. Its translation is inaccurate, its Arithmetic bad, and its attainments in Geography very low. The 3rd class is bad throughout, and the Lower school is one of the worst I have seen. I think that a chance should be given to the headmaster, to whose efforts it is principally due that the numbers have increased, by appointing an additional assistant English master, so that all the classes may be efficiently taught. His suggestions also regarding the school ground, should be attended to. The school seems too small for the numbers that attend it.

The office books seem to be complete and well kept. The attendance of the boys, 59 out of 60 is excellent, and their appearance and general conduct are creditable. I distributed prizes to the successful candidates in the presence of 3 members of the Municipal Committee, who all promised to aid the headmaster in his efforts to extend and improve the appliances of his schools. Great efforts, however, are needed to place this Institution, on the footing of a good middle school, I expect that at the next inspection a greater general improvement will be seen, and I hope that efforts will be made to stimulate, not only the diligent but also the intelligent, study of subjects. I am aware that the headmaster has to contend with exceptional difficulties, arising from the state in which the school was when he took

charge of it. I am glad that he expresses himself generally pleased with his subordinates, and I believe he and they are doing what they can to improve the school. At the same time there are certain matters, connected with those persons on whom Mr. Pearson has been obliged to comment unfavorably, which are now engaging my attention. The income from fees at Jehlum has risen from Rupees 432 to 441-13.

The special steps taken by Mr. Blyth and other European authorities and by the Tahsildars of Jehlum to create an interest in education generally should also have a very beneficial effect on the Zila school.

KOHAT GOVERNMENT ZILA SCHOOL.

32. Mr. Pearson visited the school in November last. Of the 105 boys on the register none were absent. The boys were all going on very well, and it is evident that the teachers had been working hard with them. Mr. Pearson allowed 14 boys of the 1st class lower school to pass the lower school examination.

To quote his remarks: "Some of them are hardly up to be passed, but they will have nearly two months before promotion. In the lower school especially English figures are badly written, and I should wish attention to be paid to this defect. Arithmetic is fairly done but not in very good style. I am glad to see several boys of good family in the school. The number of Musulmans is considerably increased, owing to the exertions of E. A. C. Mohammed Hayat Khan who has been transferred to Edwardesabad. The new arrangement of classes can be carried out at once, but the promotion will be made on 1st January next. There will be no VI Class (I Class middle) next year. Captain Plowden and the Committee were present during the examination. It appears that boys leave school very young. Otherwise there would soon be a first rate middle school here."

One man in November last went up for the middle school examination and passed, and 14 men, as explained above, passed the lower examination. The headmaster Pir Baksh continues to deserve the commendation he earned in last year's report, and his subordinates have been kept up to their work. The departure of Muhammed Hayat Khan is undoubtedly a great loss to the school, but it is to be hoped that the influential Local Committee will continue to advance its interests. The report of the Deputy Commissioner, Kohat, has not yet reached me, so I am unable to refer in this place to the opinion he may have formed regarding the state and prospects of the school. The fees of the Kohat Zila school have risen from Rs. 147 to Rs. 163-7-0.

ABBOTTABAD ZILA SCHOOL.

33. Mr. Pearson inspected the Abbottabad Zila school on the 14th of last October. The school had improved considerably since he was there last. 3 boys represented the upper school. The highest class of the lower school attempted the lower school examination (of which the headmaster had never heard before) with the following results, to quote Mr. Pearson: "4 boys passed and all the rest failed in Arithmetic only but excepting 2, who knew nothing beyond simple substraction, the rest may be promoted to the upper school on probation. I do not see any use in the large hand copy writing." 10 boys of the second lower, and 16 of the 3rd Lower were examined. They do tolerably excepting Arithmetic in which the whole school is deficient.

English is read in the lower school,—7 boys can write dictation from the Primer, 5 read 50 pages of II Bombay Reader, 22 read English Primer.

The headmaster Maya Lall should practice working sums as he is not at all ready in explaining to his class with the black board. The discipline of the school is still indifferent. The boys have no idea of sitting still unless a master is watching them. Several came in very dirty clothes. I think Imam Ullah has done fairly, and I shall recommend him for his full salary, *viz.* 20 Rs. per mensem. The number on the rolls are now 51 of whom 44 are present to-day. The boys will now be arranged in four classes according to the new scheme.

The Deputy Commissioner only notices the school so far as to say that, "it is chiefly attended by the sons of cantonment residents." The fees collected amount to Rs. 45-5-0. Maya Lall went on three months' leave, during which time Mogul Khan, 2nd Master of the Kohat Zila School officiated for him.

B. C. GOVERNMENT VERNACULAR SCHOOLS FOR BOYS.

34. It would be singular if the abolition of so many village schools (in the three Districts of Rawal Pindi, Jhelum and Gujrat alone the number of schools has been reduced from 183 in 1868 to 113 in 1871-72) did not lead to some improvement in those that remain. I am therefore happy to be able to recommend that 17 schools be raised to the status of middle schools, so that the whole number of schools of that class in the "advanced" portion of my Circle will, in the event of funds forthcoming, be 23. There has also been a considerable increase in the number of boys especially during the year under review, but it bears no proportion to the increased educational interest and requirements of the people.

In 1868 there were 11,844 pupils in all the Government and Aided Schools in this Circle. This year there are 13,988 in schools of all kinds aided by Government, giving an annual increase of 538 pupils for the 4 years, surely not too large a number, considering the general educational advance of this province and the increased expenditure, on this Circle. Had the schools existing in 1868 been improved and funds been raised to meet the increased expenditure, we should be able to show far more satisfactory results for this Circle. I find Mr. Pearson remarking in his Report for 1868-69: "We must not forget that a single school among twenty or thirty villages can do but little for the education of masses," but I am afraid we *are* forgetting it in our zeal for "concentration." In 1868-69 we aided 26 indigenous schools containing 623 pupils, but now we are not encouraging them in the least. The result of all this will be to throw the education of the masses into the hands of the priesthood, whilst we are taking no steps to improve the character and attainments of that body and to enlist its influence and interests on the side of progress.

35. The fees from schools of whatever kind in this Circle have risen during the year under Report from Rs. 8,130-4-1 to Rs. 8,449-7-11, and in some districts the increase has been very striking. I do not, however, attach much importance to this gratifying circumstance. Many teachers, rather than have empty schools, pay the fees out of their small salaries. To quote Mr. Pearson: "If it were possible to deal with this matter, irrespective of general orders. I think it would be well to fill the schools first and then exact such fees as would keep the numbers within due bounds." [I do not agree with the policy of the latter portion of the above sentence]. "It cannot be good economy to pay a teacher a large salary and then to leave him half occupied, because of the impossibility of collecting a few rupees in fees." The exaction of fees, really heavy on a poor population that already pays an educational cess, is especially in any backward District, as much an obstacle to the spread of education among the masses, as the reluctance to pay a subsistence allowance to the one man out of 100,000 who passes the "Entrance Examination" or the 1 in 500,000 of the population who passes the "First Arts" is a check to the progress of higher education and causes our offices to be filled with natives, who have not been allowed to "finish" their education, although they were quite willing to resist the temptation of early and often lucrative employment if they had only received stipends. The policy of exacting fees for "lower" and refusing scholarships for "Higher Education" is one of the principal causes why the cost of education is so high compared with the number of those who benefit by it.

36. With regard to the mode of instruction conveyed in these schools I cannot do better than refer you to Mr. Pearson's remarks in his previous Reports, which do not seem to have received all the attention that they deserve, whether one agrees or disagrees with them. Considering the obstacles in the way of the extension and improvement of education a great deal has been done, and before proceeding to the detailed Report of each District, I cannot do better than quote the following para. from Mr. Pearson's last report on Rawal Pindi. "There can be no doubt that a great impulse to education has been given of late, but unless additional funds are forthcoming, it will be impossible to make the most of the opportunity."

These remarks may now be extended to Jhelum and Gujrat, whilst they apply more than ever to Rawal Pindi. The same may soon be said of the Frontier generally, if we adopt the measures I have ventured to suggest and overcome the aversion of the Muhammedan to our system of education.

RAWAL PINDI DISTRICT.

37. I arrived at Rawal Pindi on the 20th March 1872. Being unacquainted with the practice of examining schools in April and May and including the result in the preceding official year, I endeavoured, although at the time suffering from an accident to inspect all the schools of that Circle, with the exception of 3 schools visited by Mr. Pearson, before the 1st of April, but did not succeed in doing so, in consequence of illness.

There is a decided progress in the District which is greatly due to Major Urmston, Mr. Frizelle and Mr. Egerton, all of whom inspected schools on their tours.

The Tehsildars Suruj Kaul and Hafiz-ud-din and especially the Naib Tehsildar Mahommed Afzul Khan, a former student of the Lahore College have afforded me great assistance. The Chief Muharrir Bhagwan Das is deserving of promotion.

Eleven out of twelve candidates passed the middle school examination of November 1871, a fact which strengthens my recommendation that more middle schools be established in the District. There are two Town-School Kalar and Pindi Gheb, as last year. The number of village schools is 39 against 40 of last year. The schools of Komak and Rajar were closed and a new school started at Parial. The people of Komak, Banda, Mator, Kisren and Kôt-Fateh-Khan have applied for schools and I hope that it may be found possible to comply with their wishes. The number on the rolls has risen from 2,472 to 2,838. The average attendance has risen from 1835 for 1870-71 to 2,270 for 1871-72. 1,584 pupils presented themselves for examination against 1,063 of last year. The results showed a remarkable improvement in Arithmetic, and a falling off in History and Geography The income from fees has nearly trebled, having risen from Rs. 34-3 for 1870-71 to Rs. 94-6 for 1871-72. Rs. 713-11-9 worth of books have been sold against Rs. 518-2 of last year. I am happy to say that there is a prospect of a Hindi Class being added to the schools of Attock, Hazro, Fatah-jang and Sukko.

38. Major Urmston states : " The progress which these schools were making was put to a practical test this year by permitting the town school and village school students to compete for the first time with those from zillah schools in the middle school examination which took place in November 1871, and it was satisfactory to find that while the other districts in the Circle considered their students insufficiently advanced to appear in that examination, 12 boys from the schools of the Rawal Pindi district came up and 11 of them passed the ordeal with success.

The total amount expended during the year on the two town schools was Rs. 958. Of this sum Rs. 480 were paid from Imperial Revenue, and the balance (Rs. 478) were met from the one per cent. educational cess. The average cost per student being Rs. 3-6-1 or 0-3-5 less than in 1870-71.

The expenditure incurred on Primary schools amounted to Rs. 5,282-10-6, which was paid entirely from the educational cess as compared with Rs. 4,459-2-8 expended during 1870-71 showing an increased expenditure on primary education of Rs. 823-7-10. This increase however has not raised the average cost per student which amounted to Rs. 2-4-3 against Rs. 2-5-11 of 1870-71.

During the year under Report, the pay of some of the deserving but underpaid subordinate teachers was increased and a number of assistant teachers were appointed. The following shows the strength and pay of the existing Establishment :—

For Town or Middle Schools.

1	Teacher	Rs. 25	
1	Do.	„ 20	
1	Assistant Teacher	„ 10	
1	Do.	„ 7	
1	Do.	„ 6	
8	Monitors	„ 11	79

For Primary Schools.

1	Teacher	„ 13	
4	Teachers at 12 each	„ 48	
1	Teacher	„ 11	
13	Teachers at 10 each	„ 130	
3	Do. at 9 each	„ 27	
3	Do. at 8 each	„ 24	
14	Do. at 7 each	„ 98	
2	Assistant Teachers at 7 each	„ 14	
2	Do. at 6 each	„ 12	
5	Do. at 5 each	„ 25	
29	Monitors	„ 40	442

Suddar Establishment.

1	Chief Muharrir of Schools	55	
1	Assistant Muharrir	25	80

Grand Total of monthly pay of Establishment Rs. 601

Two new buildings were completed during the year, one at Sukho, and the other at Devi. School houses that required increased accommodation as at Dhang Deh, Bewal &c. were improved. The statistical returns required by the Director of Public Instruction for the year 1871-72 were forwarded by the Chief Muharrir on the prescribed dates. As in previous years, so in this, several of the larger schools were visited by me during the marching season. On these occasions I have invariably made my visits as public and ceremonious as possible, in order to encourage the headmen to take more interest in them.

I think on the whole good progress has been made, and that considering the state of the people there is reasonable ground of congratulation.

The Chief Muharrir has continued to give entire satisfaction.

JEHLUM DISTRICT.

39. There are now two town schools as before, and 37 village schools. The number of schools fell from 65 to 52 in 1869-70, and to 43 in 1870-71, and is now 39. The 4 village schools of Hasola, Duman, Salohi and Sasral have been closed in the course of the year, partly in order to improve the pay of the remaining teachers. I recommend that the schools of Pind Dadun Khan, Talagang, Kala, Singoi, Bhawan, and Dariala be raised to the status of middle schools, and hope that the steps that have been taken to procure additional funds may secure that very desirable object. The desire of the people for the restoration of their abolished schools, and indeed for the establishment of a school in every large village augurs well for the progress of education in this district. I made myself acquainted with all the persons of any influence, and held educational Durbars at Jalalpur, Darapur, Talagang, Bal-Bekhari, Chakowal and Pind Dadan Khan. At the last mentioned place I was very cordially and liberably supported by Mr. Ogilvie, A. C., to whom my best thanks are therefore due. I may also mention that this officer sometimes visits the schools and distributes sweetmeats to the boys. Above all, are the most cordial thanks of the Department due to Mr. Blyth, the Deputy Commissioner of Jhelum, in conjunction with whom a great Durbar was organized for the 6th April at which however I could not be present in consequence of illness. I am sure, however, that Mr. Blyth will do all he can in order to meet the desire that has been evoked among the people for education. All the Tahsildars in this district deserve to be brought to your special notice. Those of Jehlum and Talagang have themselves inspected all the schools in their Circle, whilst those of Pind Dadan Khan and Chakowal have exerted themselves in other ways, nor can I omit the mention of the great services rendered by the Chief Muharrir, Mahamad Alimuddin, a very gentlemanly and indefatigable officer who has been since 1856 in the educational service. I adopted the same mode of examination as in the Gujrat District. I found that the lowest classes in the Jehlum District were generally superior to those of Gujrat. The following table contrasts 1871-72 with 1870-71:

	1871-72.	1870-71.
No. of names on the registers ...	2,756	2,605
Average Attendance ...	2,392	Not entered in Report.
Present at examination * ...	1,384	681
Passed in Reading and Dictation (as defined in Gujrat Report) ...	1,247	673 Dictation. 623 Reading
Passed in Arithmetic ...	652	320 Arithmetic.
Ditto Euclid ...	28	
Ditto History ...	218	373 History and Geography.
Ditto Geography ...	463	

* Lower Schools ... 74 Boys
Primary ,, ... 1,261 ,,
Middle ,, ... 49 ,,
Total .. 1,384

The Schools of Bishendour, Pari, Lahri, Bakrala Gadari, and Dumeli came to Sühowa for examination, where I was suddenly taken ill and could not inspect them.

The schools which are recommended to be raised to the middle status are those in which "special excellence" has been shown. "Nurpur" is in a very unsatisfactory condition, owing to circumstances, which, I believe, will not again occur. At Darapur, Malik Zeman Mehdi carefully and generously attends to a progressing school. That gentleman is well-known to many European Officers, and has for years been a friend to the Educational Department. The names of other native gentlemen and of Local Committees that have exerted themselves on behalf of education are brought to your notice in a separate communication.

40. Mr. Blyth states: "At the close of the year under notice there was an increase of 113 in the attendance of boys over that of the year preceding. Of the boys under tuition, 2,308 were from among the agricultural classes and the remainder 415 only of the non-agricultural.

Although this represents a large figure of the former class, yet few, indeed very few, continue to prosecute their studies long enough to acquire a proficiency.

I visited 12 schools altogether during the time I was on a tour in the interior, and examined the pupils in them, who seemed to me to have got through their parts by rote, but taking them all in all they went through rather creditably. In view to encourage them to continue their studies, I distributed among them in coin to the amount of Rs. 43 as rewards, which seemed to please them not a little.

The sale of books has been more satisfactory this year as the following will show :—

In 1871-72	Rs. 597	13	9
In 1870-71	... 373	11	6

Increase of Rs. 224-2-3, and may be regarded as a favourable index of the progress of education in this district.

The amount collected from pupils during the year together with the closing balance of the preceding year, is as given below :—

Balance of last year	Rs.	146	10	9
Collected during the year	„	281	8	0
Total ...		428	2	9
From which the sum expended on account of prizes and petty charges was	Rs.	285	5	8
Balance at the close of the year	Rs.	142	13	1

The Chief Muharrir is much out in the interior visiting schools, and has no doubt done a good deal in keeping the teachers at their work, and giving a healthy tone to the work in which he is engaged.

GUJRAT DISTRICT.

41. The schools are still 39 in number, *viz* : 2 town schools and 37 village schools. The progress that has been made is so great as to justify six of these schools being raised to the position of Middle Class Schools, namely Jalalpur, Daulatnagar, Magowal, Qadirabad, Khuhar and Mangat. The progress in most of the remaining schools has also been satisfactory. I have found boys in villages superior to Anglo-Vernacular students, of Middle Class Schools not only in Persian, which would naturally be expected, but also in History, Geography and Mathematics. The following table contrasts last year with my recent inspection:

	1872.	1871.
Number of names on registers ...	2,637	2,039
Average Attendance ...	2,075	1,579
Present at Examination ...	1,304	1,049
Passed in Reading and Dictation ...	1,150	1,008
Ditto Arithmetic ...	636	686
Ditto History and Geography ..	631	588

N.B.—Reading and Dictation included. 1. Penmanship 2. Translation of a passage, not read by the candidate, from and into Persian. 3. Translation and grammatical analysis of a passage out of the candidate's text book. 4. Persian Idiom and elementary literary History.

Arithmetic included Euclid in the higher classes and Mental Arithmetic in all the classes.

The Number present at my Examination is made up as follows:
1. From Lower Schools ... 164 Boys.
2. From Primary Schools 894 „ „
3. From Middle Schools... 246 „ „
Total... 1,304

Major Harrington, the Deputy Commissioner of Gujrat accompained me on the tour, was present at some of the inspections and presided nearly always at the distribution of prizes which followed the examinations. I venture to submit that his efforts deserve the thanks of the Department and of Government.

The example set by the Deputy Commissioner has imparted new energy to the Tehsildars and Local Committees. I consider these Local Committees most useful, and have addressed letters of thanks to a few members.

The schools put down as Middle Schools, are those in which "special excellence has been shown." Makanwali and Serai Arangabad are unsatisfactory on account of circumstances which, I trust, will not exist at next inspection.

I have much pleasure in supporting Mr. Pearson's recommendation for promotion of the Chief Muharrir Ahmad Hassan, who keeps up his reputation for ability and energy.

42. Captain Harington, from whose report I have already quoted a most encouraging paragraph, remarks as follows on the school under his charge: "Of the 37 village schools some are in a most advanced state and the subject of converting them into Town or Middle Schools is under consideration. Of the two Town Schools that of Dingah has improved most, compared with that of Koonjah during the year. At the end of March 1871 there were in the Dingah School 92 boys in atttendance, the expenditure of this school was Rs. 403-15-9 or an average of Rs. 4-5-6, and during the year under report 95 boys, the expenditure is Rs. 384, of which Rs. 252 was from Imperial Revenue, and from the 1 per cent. cess Rs. 132, giving an average of Rs. 4-0-8 per boy per annum."

"The Kunjah school too has improved in comparison with the past year. At the end of March 1871 there were 72 boys. Expenditure Rs. 406-3, or an average of Rs. 5-9-10 per boy; during the period under Report there were 76 boys on 31st March 1872. Expenditure Rs. 401, from Imperial Revenue Rs. 252, and from the 1 per cent. cess Rs. 149, or an average of Rs. 5-4-5 per boy. The village Schools have also improved in comparison with the past year. During 1870-71 Rs. 5,042 was the expenditure on these schools, on an average 1,933 boys, or Rs. 2-9-9 per boy per annum; during the year under Report the expenditure was Rs. 5,242-3-1 on an average of 2,554 boys, or Rs. 2 per boy per annum from which improvement in education is apparent compared with the past year."

"On the 31st March 1872, there were 39 Muallims, and 7 Naibs and 2,742 boys, of the boys there were 1,012 Hindoos and 1,434 Musulmans, and 296 of other castes, and on the 31st March 1871 there were 2,117 boys showing an increase of 625 boys during the year under Report compared with that of the previous year."

"The Budget sanction for repairs of School Houses amounted to Rs. 230, the whole of which was spent. The fees from students realised during the year amounted to Rs. 271-2 of which Rs. 14-3 was credited to Government, and the balance distributed in prizes and purchase of mats for the School Houses, besides the above prizes, 520 books were distributed value Rs. 141-8-3."

"During the present year committees have been appointed at each of the Tehseels in this District for the promotion of education, the members of which meet monthly for that purpose."

"Dr. Leitner has recommended an increase to the salaries of several of the Muallims of the Middle and Primary Schools as a reward in recognition of the advanced state of their respective schools. I entirely concur in this recommendation and will endeavour to raise the necessary funds for the increased expenditure thus to be incurred. I am happy to say that the Tahsildars of the District evince a greater desire to assist in the promotion of education, than they had before done."

PESHAWUR DISTRICT.

43. Mr. Pearson thus speaks of the Peshawur Schools; they consist of 24 villageschools, and the city aided schools with two branches recently opened. The aided school has the character of a primary vernacular school, and is by no means a good specimen of one except as regards the numbers on the rolls. It is in fact a feeder to the Mission School, and without teaching English it will be impossible to retain the boys who attend. I do not think however that the headmaster, Munshi Abdul Hakim, is a judicious manager, and unless

he can make the school more worth the money spent upon it, I shall be obliged to recommend his discharge. I have already transferred to the School Muharrir the management of the branches with which I was not pleased.

The Officiating Deputy Commissioner and several native gentlemen were present when I examined, and I am sure that the school will not be without the support of the local authorities.

Village schools.

3. Early in the year 11 village schools were closed in consequence of my last report. The effect upon the remainder has undoubterly been good. But improved apparent results must be accepted with caution as when a teacher is in danger of losing his place he will naturally do his best to make a better show than the circumstances of his school warrant. Hence, I believe that boys come forward to take part in the examination who have learnt more or less Urdu and Persian at home or elsewhere, but whose connection with the schools is very loose. Whenever a boy is well prepared in the prescribed subjects of his class there can be no doubt that his schoolmaster deserves the credit of his education, but the mere knowledge of reading is not sufficient to prove regular work in school.

Unfortunately in the Peshawar District there is not a single school in which the boys can pass such an examination as we require, and it must be confessed that progress in education is at present quite insignificant when we consider the numerous and thriving population of the valley.

I was best pleased with the schools at Zeyah, Kotah and Nowshera (North). Akora ought to have a good school as it is a well known place for Muharrirs. The school is more advanced than others, but it is not in very good order. The situation of the school-house is bad, and it is not kept clean. No Hindus attend because there is a slaughter-house in the neighbourhood. I hope the Deputy Commissioner will enquire if any better arrangement is possible. The school at Hoti Murdan should also be better than it is. I did not think the present teacher quite competent, but he has great difficulties to contend with. The school-house is in a portion of a cutcherry, and the suitors are in the habit of sitting among the boys as there is not much shelter elsewhere.

Akbarpura is a good village, and has a good school-house but there appears to be no possibility of getting up a school there. Shewn is also a large place but the school has never been worth anything. I recommend that both these schools should be closed.

The Civil Officers and School Muharrir.

The School Muharrir Mirza Ismail is industrious and conscientious in the discharge of his duties. He has, I think, done as much as could be expected from him. The Tehsildars have, I believe, attended to the schools. As I said in my last report the only hope of any material improvement depends upon the Deputy Commissioner and the superior Officers of the District for there is no spontaneous desire for education; they have not been able to give much time to the subject.

There is an objectionable practice in this District of making up the register of attendance in anticipation, as otherwise they would reach the Director's office late. I have heard of this elsewhere, and perhaps the best remedy would be to give a larger time for the preparation of the averages. Teachers are required, I believe, to send in their returns to the Tahsil by the 25th "of each month." No Report from the Deputy Commissioner has as yet reached me.

KUHAT DISTRICT.

44. No reports has as yet been received from the Deputy Commissioner of Kuhat. Mr. Pearson states—"The only good village school is at Hangu. This school came into Kuhat to meet me in April, and I did not think it worth while to call it in again now, nor had I time to go there myself.

I saw the three other schools, Ustarzai, Lachi and Teree. There are a few boys in connection with each, but it is difficult to say whether the schools have any real existence. There are no school houses and no sign of regular work. I should recommend the Deputy Commissioner to make a fresh start by building school-houses at Hangu and Teree, and closing the other schools for the present.

At Hangu the school is supported by the Khan. At Teree one of the Khan's sons has a fair Persian education and some knowledge of Arithmetic, but besides him some half dozen Hindi boys are all that can properly be counted. Teree is an important place, and with the Khan's good will something better might no doubt be effected.

BANNU DISTRICT.

45. The Deputy Commissioner Bannu, has not yet furnished me with a Report.

Mr. Pearson states:

"1. The village schools in the district of Bannu, which are 14 in number, besides two Hindi schools attached to Laki and Isa Khail. I have inspected all except Isa Khail, Kanu, Mishani and Dhala Agmat (a new school) which I have been obliged to omit for want of time.

2. Since my last visit nearly two years ago, good progress has been made in the most important schools. Laki and Myawali are in a satisfactory state, Kalabagh seems likely to do well and a new teacher recently appointed to Isa Khail will I hope effect an improvement.

3. Most of the schools on the left branch of the Indus have suffered from the encroachments of the river. The school-house at Kundiyan has been washed away, and the population has been scattered. The school-house at Pipliyan is expected to go next rains. The village of Dand Khail has been destroyed.

Education has a poor chance under these circumstances, and it would be as well to withdraw the teacher whenever a village is dispersed by the loss of lands or houses.

Dand Khail and Khundigar might be closed at once and Pipliyan if the river again takes the same course.

4. The officiating school Muharrir Muhummad Buksh has done his duty in a satisfactory manner. I have already recommended that the two Districts of Dera Ismail Khan and Bannu should be placed in charge of one District Inspector, but under any circumstances, I do not think that Muhammad Buksh should be confirmed in the appointment which he holds, as his attainments are somewhat below what we require. The Tahsildar Muhammad Ali Ullah, Hakim Khan and other Raises of Laki take much interest in the school. At Kalabagh, Malik Muzuffar Khan is a good supporter."

DERA ISMAIL KHAN DISTRICT.

46. Mr. Pearson states: "The schools in Dera Ismail Khan district are 16 in number besides the Mission school and Jail school, I have inspected ten including all the most important. The rest owing to my limited time and the great extent of the district I was unable to visit.

Last year I was unable to make my tour through Dera Ismail Khan being occupied in other duties, but the principal schools were thoroughly examined by Major Munro, then Deputy Commissioner, whose remarks in each case are to much the same effect as my own recorded subsequently.

There is a good school at Karor. Those at Kulachi and Liea are not otherwise than satisfactory. Two or three schools besides are hopeful, although not much has yet been accomplished. The whole amount of village school education is of course insignificant partly in consequence of the character of the people, and of the country which they inhabit. I would maintain schools only where the people show some appreciation of them.

I have already recommended the Deputy Commissioner to make a few changes in the staff of teachers. The work of the school Muharrir Ghulam Hussein appears to me to be satisfactory. He had visited the schools on the Frontier only twice in the year, and the rest three times, whereas the tour of district may be completed in six weeks or even less. His explanation is that he was engaged in arranging the record of his office, and that his tour in August was interrupted by floods which destroyed the communications. In future he will itinerate regularly. I was well pleased with the faithfulness of his reports, and with his

general management. Pandit Sheo Narain Tahsildar of Liea has done good service. He has gained credit elsewhere before for his educational work

No boys in the schools examined were able to pass the Lower or Primary school examination described in Circular No. 50 of 1871.

47. I have already quoted some important remarks by Captain Macaulay, so I will confine myself in this place to the following extracts from his Report:

" 4. As has frequently been observed, the Cis-Indus Schools are superior to those of the Trans-Indus tracts.

I have visited this cold weather most of the schools in the Parganahs of Bhakkar and Liea. Those at Liea and Karor were decidedly the most flourishing. In both cases the school masters are diligent and careful teachers, and the average attendance was good. Some of the children both read and write Urdu and Persian with a facility which shewed at once, that considerable pains had been bestowed on their education. A reference, however to the accompanying statement denotes that the mass of children under instruction belong to the lowest classes and know scarcely any thing beyond their letters.

5. I think that the most flourishing school in Trans-Indus is the one at Kolachi, but there are besides two other schools at Pahanpur and Vehoah, which used to enjoy a larger attendance than they do now. The defects noticeable in them are receiving attention and a change of school-masters is expected to do much towards their improvement and I hope moreover for still greater improvement in them as well as in others, from the attention and interest Mr. Jenkyns, Assistant Commissioner, is giving the subject of education.

8. A sum of Rs. 130 was spent during the past year on repairs to existing schools, and Rs 400 was expended on the construction of two new school houses at Liea and Bakkar.

9. A considerable amouut was spent during the year in providing Maps and Books for the schools. The realization from sale of books appear to be satisfactory, while some have been awarded as prizes to some of the most deserving of the students.

10. Four teachers from the District are at present attending the Normal School at Rawal Pindi receiving Rs. 6 per mensem.

11. The present Chief Muharrir, who has held office during the past year appears to be a man on the main well suited for the office."

48. Mr. Thompson, who officiated during one month for Mr. Pearson, states : " I inspected the Kot Sultan school.

Number on the Register ...	36	IV class	2	boys
Average daily attendance	18	III class	3	„
Present at examination	29	II „	9	„
		I „	22	„

The fourth class had studied 4 chapters and the 3rd class one chapter of Gulistan: both these classes read and explained different pieces from the above chapters very fairly, and answered questions. I thought remarkably well, in Grammar and parsing: in seven lines written from dictation out the of " Vakiat Hind," the best boy had two mistakes, and the worst four mistakes: the former class answered several questions on the Geography of Europe, and the latter of Asia; enough to show that this subject had not been neglected. Both classes are very bad in Arithmetic, in which they professed to have learnt Vulgar Fractions: Only a couple of boys knew how to perform the operations of Addition, Multiplication, &c., but even these few could not make a practical use of them by finding out fractions of different quantities such as rupees, annas, pie and maunds and seers, etc., etc., 2nd Class (6 boys present) had only just commenced Mufidultalibin (Persian), and read satisfactorily from the Urdu 2nd book ; 3 wrote a couple of sentences of Urdu fairly and the same number know Simple Multiplication.

I Class 18 present of whom about 6 boys could recognise easy words shown them at random from the 1st Urdu book, though many more could rattle off sentences whenever they were allowed to commence from the beginning of a chapter. School said to have suffered greatly from sickness in the city ; for the month preceding, the average attendance was as low as 8. There was one period of 6 months, viz. from 25th April 1871 to October 17th that the school was not inspected at all by the Chief Muharrir."

HAZARA DISTRICT.

49. Mr. Pearson states : " There are only two schools as the education cess has not hitherto been taken in this district. Both have improved somewhat, but still there is hardly any attempt to carry out the prescribed course of study. A certain number of boys in each read and write Persian and Urdu fairly, but other subjects have been neglected. The teachers allege that the boys will not study them.

I desired the Tahsildar of Haripur to pay more attention to the school than he has done hitherto. This is especially necessary as there is no District Inspector. The Tahsildar Manserah had done his best to assist the teacher.

Both schools are without maps. Maps had been supplied from the Curator's Depôt, but had been returned as there were no funds in the district to pay the bill. I shall supply what is required from my prize allowance.

I am not aware whether the completion of the settlement in Hazara will be followed by an assignment for schools. Major Shortt is of opinion that there are not many places in Hazara where schools could be established successfully. Probably, it would be expedient to commence with some half dozen schools only, but the first step to be taken is to train some men of the district in the Normal School. At present no funds are available for this purpose."

50. Major Shortt reports as follows. " At Haripur the attendance is small for the principal town of the district, a more convenient building has lately been provided as a school house, and it is hoped that the District Officials stationed there will exert themselves more in endeavouring to increase the scholars. At Manserah the attendance is scanty and children attending the school very young, the Tahsildar Mahomed Tamasal Khan has shown an interest in it and it may do better; but the education provided for the Government Schools is not sought after by the people of Hazara, and it will be long before anything like progress is made." The Commissioner Mr. D. C. Macnabb hopes " that now that there is somewhat better accommodation for the Haripur school than there had been hitherto, the attendance at the school may improve, as the town is full of Hindus who generally appreciate the education given in Government Schools."

D. FEMALE SCHOOLS.

Government Female School at Jehlam.

51. The Government Female School at Jhelum seemed to me to be in a very satisfactory condition. The teacher is a respectable Mulla, and the girls looked neat and attentive. The girls read the Kuran by rote. Two in the fifth class did well in Arithmetic, Urdu Reading, Caligraphy and Translation from easy Persian into Urdu. The two girls in the 6th did fairly in the above subjects. All failed in Arithmetic in the 7th class, but most read and wrote well. In the 8th class, composed of 14 girls, 6 passed in Arithmetic. I think this school deserves further encouragement. There are 48 girls on the rolls, of whom 24 appear to have made fair progress.

E. JAIL SCHOOLS.

Gujrat Jail School containing 44 prisoners.

Jehlam Jail School containing 102 prisoners.

52. There are Jail schools at Rawalpindi, Jehlam, Gujrat, Peshawar and Dehra Ismail Khan. At Jehlam Gujrat and Peshawar little can be done as the prisoners are only detained for short periods. This I found to be especially the case at Gujrat where few in the higher class could read easy sentences, or in the lower class knew the letters of the alphabet. At Jehlum I was very kindly met by Dr. Gardiner, the Superintendent of the jail. Great progress seems, comparatively speaking, to have been made since last inspection. The prescribed work was generally well done, but the simplest question requiring the least exercise of reasoning could not be answered by any of the prisoners, excepting a forger, thus showing how stupidity and crime almost invariably go together. I ventured [the day after the examination] in the presence of the Deputy Commissioner and the Superintendent to give prizes in books to some of the better students and we believe that the effect will be a good one.

Rawal Pindi Jail School containing 578 prisoners.

About 500 prisoners are daily instructed for an hour in reading and writing. The prisoners made fair progress during the year. The advanced class using the Gulistan for their text book. The number now under tuition in the Jail is 578.

The work done at the Peshawur Jail School appears to be almost worthless. 42 men read a little. The teacher is the copyist for the Jail Press. He gets the men when they are at leisure from their other occupations. The prisoners do not get any regular hours for school; unless a different arrangement is made, there is not likely to be any result, Mr. Pearson has pointed this out in a letter to the officer in executive charge. Mr. Pearson reports that owing to the careful superintendence of Dr. Courtney, who until lately was in charge, the Dehra Ismail Khan Jail School is doing better than most of the Jail Schools in this Circle.

Peshawar Jail School 62 Students.

Dehra Ismail Khan 62 students.

Little progress can be expected in these schools unless the prisoners understand that their educational work will in some way go towards the mitigation of their sentence, and unless the Darogah supports the schoolmaster, which he is not likely to do as the hour given up to education interferes with the industrial occupation of the prisoners.

SECTION III. AIDED INSTITUTIONS.

A. Aided Colleges.

53. There are no colleges of any kind at present in this circle, but it is possible to extend the instruction conveyed in the Rawal Pindi Normal School up to the Vernacular First Arts Standard of the Panjab University. This would greatly raise the attainments and status of our future town and village schoolmasters, and provide a high educational centre for vernacular students in this Circle. Indeed nine of the best students of the Normal School have already ventured to offer themselves as candidates for the Punjab University Entrance Examination in April 1872.

B. Schools for European and Eurasian Children.

54. There are two schools under this head: the Sir Henry Lawrence Asylum at Murree and the Murree cum Rawal Pindi school. The former is governed by a Committee of which the Commissioner of the Division is President—the latter is under the superintendence of Mrs. Harris.

55. This is a boarding school for boys and girls, the children of soldiers, and is under generally successful administration of Mr. Smithwhite, the Principal. There are certain matters in connexion with that institution which have formed the subject of enquiry by the Committee, of which I am a member, and which it is not necessary to mention in this place. Mr. Pearson commenced his inspection on the 13th of September last, and was occupied each afternoon till the 21st. His examination was in all subjects, excepting Scripture. He states: "The school is classified thus:

Sir Henry Lawrence Asylum.

Boys' Department.		*Girls' Department.*	
I. Class.	Vacant.	I. Class.	7
II. „	12	II. „	16
III. „	7	III. „	9
IV. „	22	IV. „	11
V. „	11	Infant „	27
VI. „	10		
	62		70

There has been no change of teachers in the Girls' School. At my last examination the girls did fairly, but the two upper classes were in some subjects below the mark. On this occasion they have been more successful. For the first time they have shewn some intelligence in working easy sums of a useful kind, and owing to the adopting of a better text-book, their English reading lessons have been more profitable. Mrs. Ross who has charge of the Infant class has acquired considerable skill in the difficult task of managing small children. She has also had charge of the first class which passed a very satisfactory examination.

The boys have been well prepared in all classes. The post of schoolmaster has been

vacant for a year, and consequently the Principal and Sergeant Soper, the clerk, have had to supply his place. I do not know how far this arrangement may interfere with their other duties, but the boys have been taught as thoroughly as could be desired.

I was particularly pleased with the answers of the first class in History. Besides learning the bare facts, they have acquired much useful information of a general kind in connection with the subject. The fourth class boys taught by Sergeant Soper were remarkably perfect in all their work although they had prepared more than the prescribed quantity. The following defects should receive attention. Throughout the school the children read and repeat poetry too rapidly. One cannot expect much in the way of elocution, but it would be worth while to insist upon the practice of speaking slowly, distinctly, and correctly. To a certain extent Arithmetic is still a weak point, although the style is much improved. The girls should cultivate round legible hand writing like that of the boys. The result of this examination will no doubt be satisfactory to Mr. Smithwhite and his assistants, but I trust that it will not be inferred that too much time has been devoted to education. Now the school is well taught throughout, it is possible that the present standard may be maintained, while more attention is paid to industrial occupations; but I do not think that we should be satisfied with anything less than a good English National School education for all, and, for the boys, knowledge of Urdu as well. At any rate whatever may be the amount of work prescribed, it is important that it should be done well.

Murree cum Rawal Pindi School.

56. The grant has been continued to this school which is a valuable institution, especially for persons residing at Murree, in the hot weather. Mrs. Harris, who conducts it, has a reputation for great skill, both as a teacher and disciplinarian, and the little I have seen confirms that impression, Mr. Pearson reports on this school as follows:—

The classification was as follows—

		Girls.		*Boys.*	*Total.*
I. Class	...	3	...	1	... 4
II. "	...	7	...	2	... 9
III. "	...	4	...	5	... 9
Infant Class	...	...	...	...	... 21
				Total	... 43

The numbers are less than in former years on account of hooping cough. Since my last report the grant-in-aid has been finally sanctioned by Government as a special case.

My suggestion that the reading lesson should form a larger proportion of the school-work has been adopted, but some difficulty has occurred with regard to the introduction of suitable books. Mrs. Harris has now procured the National Society's Reader for the younger children, and some standard author for the first class will be chosen without delay.

No change of teachers has taken place since my last examination. As the present examination was late in the season, a larger quantity of work has been prepared. When questioned by Mrs. Harris herself nearly all the children did entirely well. Of course they were not equally successful under my own examination, but on the whole I consider their answering highly creditable to their teachers.

Their pronounciation is clear and correct, their writing neat, and knowledge of the subjects of study generally sufficient. Some are backward for their age, owing to the desultory way in which their education has been carried on in past time. A high average degree of proficiency is impossible without uninterrupted attendance at school, but Mrs. Harris and her assistants continue to work very successfully in spite of difficulties, and have certainly done as much as they could under the circumstances. I am glad to think that the value of this school is appreciated by all who know it, and is not likely to be forgotten.

C. Schools for Natives, Higher Class.

American Mission Schools at Rawalpindi.

57. I inspected the Mission School and its branches on the 26th and 28th April 1872.

The Main School consists of the Upper, Middle, and Lower Departments, containing 231* boys on the register against 235 of last year, 181 boys were present on the first day of inspection when I came without being able to give previous notice. This school costs Rs. 418-8 per month. It has 5 English Masters and 7 Persian teachers, of whom one teaches caligraphy. On the Branch Schools I will remark further on.

All the schools are under the general management of the Rev. W. Thackwell, the Senior Missionary. During the year under review 4 students from the main school passed the Calcutta entrance examination, 2 in the 1st, 1 in the 2nd, and 1 in the 3rd Divisions. 7 out of 10 candidates passed the Middle School examination. These results are highly satisfactory, and testify to the value of the educational labours of this Mission, to which I have already referred in another place, and which have been publicly recognised by yourself at the Distribution of Prizes, which took place in March last, under the presidency of the Deputy Commissioner Major Urmston, and in the presence of a large number of European and native gentlemen. One of the sons of Sir Nihal Singh, K.C.S.I. had distinguished himself by passing the entrance examination, and is now prosecuting his studies at Lahore. A prize of Rs. 100 was given to the student who had passed highest at "Entrance." Mr. Thackwell attributed much of the success that had been achieved to the late headmaster Mr. Bhos, an opinion which seems also to be shared by Mr. Pearson. I impressed upon the native gentlemen the importance of keeping their sons long enough at this school in order to pass the higher examinations. I think that the natives are quite prepared to support this school. Rs. 291 were paid during the year from the "educational cess" on account of small stipends to a number of indigent, but promising students at the Mission School. There was also no change in the amount of Municipal contribution and Government Grand-in-Aid to this Institution. The Deputy Commissioner, Major Urmston, seems to take a great interest in it. The Educational Department is much indebted to a school, which has enabled one of the Panjab Circles to hold so distinguished a place at the late Calcutta examinations.

At the same time, it would be very desirable in the interests of that school not only to bear in mind the remarks made in Mr. Pearson's last Report, but also to supply the deficiencies in practical and intelligent instruction which the results of my inspection have disclosed. It is not to the interests of education that the Lower Classes should be sacrificed in order to achieve brilliant results for the Higher Classes. There are so many teachers, and the school is supported, both so wisely and so well that a very great improvement will be expected next year. No doubt, if Mr. Thackwell taught himself, much more could be done. Another English School at Pindi, conducted with efficiency by some public-spirited native enployés at less than a 12th of the cost of the Mission School and without any support from the Government or the Municipality, will either create a spirit of friendly emulation between the two Institutions, on a field large enough for both, or will still further affect the Middle and Lower Departments of the Mission School. I think Mr. Thackwell has done well in promoting certain boys from the Lower School, as no one may be presumed to know local requirements so well as he, but it is to be hoped that their deficiencies will soon be supplied, especially in Arithmetic, by extra tuition in the Middle Department in which they are now. The fees of the Main School are Rs. 48 per month.

With regard to the Branch Schools, which contain 133 names on the registers, I think that they are very expensive, although regard should be paid to the fact that English is taught in them for which cheap instructors cannot be procured.† The City Branch has 34 boys on the rolls, of whom 31 were present when I inspected it. It costs over Rs. 30 per month. The Sadar Branch has 33 on register, of whom 28 were present. It costs Rs. 38 per month. The Murree Bazaar School I have not yet seen, these branches cost Rs. 1,259-1 per annum. The Main School costs Rs. 6,454-1-3 per annum, altogether the Mission Schools at Rawal Pindi cost Rs. 7,713-2-3 per annum and contain 363 pupils. There is also a Female school having the names of 60 girls on the register, and costing Rs. 448-3-6 per annum, or about Rs. 7-8 per head. No one came on the day fixed by me for the inspection, in consequence, as it appeared, of the early hour (7 A.M.) which I had appointed. I saw, however, some very nicely written Gurmukhi on a slate, which the girls had left there, and had a talk with the teacher who appears to be a respectable man.‡ I hope to be more fortunate in my next visit and to see some results corresponding with the outlay incurred.

Of whom 10 are in the Upper and 113 in the Middle Departments.

† The standard aimed at is that of "Town School," but the schools can scarcely claim to be more than "Lower Schools." The City Branch I thought very poor. About Rs. 16 per month are collected as fees from these schools.

‡ I am told that the girls read, write and work questions in elementary Arithmetic, and that they do plain sewing, knitting and native embroidery, &c., &c. The girls are kept at household duties till noon, when, it appears, the school opens.

Peshawur Church Mission Schools.

58. The Peshawar Church Mission Schools are still more expensive. The reasons are given in Mr. Pearson's last Report. I add a statement showing the cost per head of each pupil in Mission and Government Schools in the "District capitals" of this Circle, from which it will appear that the Peshawur Mission School is the most expensive. I do not attach undue weight to statistics, but they are of some importance in considering a question. I have already recommended the greatest liberality in the interpretation of the Grant-in-Aid rules. I do not see any reason why, in exceptional cases, Government should not give even more than half of the actual expenditure. I think that there ought to be no distinction between Government and Grant-in-Aid Institutions with regard to prizes, &c., &c. I hold that Aided Schools should be judged by local circumstances and not exclusively by results achieved at examination, and I also believe that their development should not, in other respects, be checked by over regulation or interference with the discretionary power of the managers, but I hold that in giving a grant the Department should be entirely guided by a consideration of what will benefit the largest number of the people as well as the interests of higher secular education. To come back to Peshawar, I find 182 boys entered in the "Annual Return" as being in the "Upper Schools," which I suppose is a mistake for the Main School and its Branches,* which together contain that number. Mr. Pearson's report mentions 2 in the Upper, and 58 in the Middle School. The Mission Cantonment School is entered as a "Middle School" in the returns, containing 104 boys, although the majority are in the Lower School attached to that institution. Mr. Pearson visited these schools on the 5th of November last, and considered the Main Schools as generally very satisfactory, though he had not the same good opinion regarding the Cantonment School. 5 out of 6 candidates from the Peshawur Mission School passed the last Middle School examination against 7 out of 10 of the Rawal Pindi Mission Schools. English is taught throughout the schools as many boys would leave if this were not permitted. There is, therefore, not so much time to prepare boys for the Lower School examination as where English is confined to the Middle School. No boys were promoted this year from the first Lower School class to the Middle School, as they were not sufficiently advanced in arithmetic, and I am glad that the manager acquiesced in this arrangement. Mr. Pearson concludes his Report by saying "a large number, however, get a good education and the results will repay the pains taken to produce them," a statement which must be gratifying to the able Superintendent of the Peshawur Mission Schools.

59. The following is the comparative Statement of the cost of Government and Mission schools respectively:

1871-72		Amount expended during the year.			Average cost per head for the year.			Average No. on the rolls during the year.
1. *Govt. Schools for boys.*								
Gujrat ...	Govt. Zila and Branch Schools ...	5,078	5	...	10	7	10	484
Jhelum ...	Middle and Lower Schools	2,803	12	8	14	10	10	191
2. *Mission Schools for boys.*								
Peshawar ...	Mission and Branch Schools	10,436	6	3	25	7	3	410
Bannu ...	Mission Schools ...	1,820	3	6	35	-	—	52
Dera Ismail Khan ...	Ditto Ditto ...	4,741	10	...	21	4	2	223
Rawal Pindi ...	Main and Branches ...	7,713	3	...	21	3	1	36[illegible]
Gujrat ...	Mission Schools Lower ..	1,277	6	7	11	2	4	109
3. *Mission Female Schools.*								
Peshawur ...	Mission Female Schools ...	2,047	1	...	18	4	5	112
Rawal Pindi ...	Ditto Ditto ...	448	3	6	7	7	6	60
Govt. Female Schools.								
Jhelum ...	Govt. Female School ...	96	—	—	2	—	—	48

D. Schools for Natives, Middle Class.

These are the Church Mission Schools at Dehra Ismail Khan and Bannu.

60. At the former place Mr. Pearson found 36 boys in the "Middle" and 93 in the

* A similar entry is made with regard to the Rawalpindi Mission School.

Dehra Ismail Khan Mission School.

Lower Schools, as also 42 in the Hindi Branch. The general state of the School was far from satisfactory. The cost was double what it should have been, had the classes been in good order. The want of organization, in consequence of the Rev. D. Brodie having been almost single handed whilst teaching for 3 hours daily in the school, whenever he had not to attend to other stations, is stated to be the principal cause of the falling off of the school during the last few years. Now that the Rev. W. Thwaites is the Manager of the Dehra Ismail Khan and Bannu Schools, the school has not recovered owing to the bad health of Mr. Brodie and the changes in the Headmastership. However, 4 men passed the last Middle Examination and 5 the Lower School Examination, which is better than might have been expected from the extremely unsatisfactory condition of the School. Captain Macaulay also observes, in referring to the signal success of this school in former years: " Success, however, cannot but fail to attend such an institution at so large a place as Dehra Ismail Khan, provided it continues to receive that careful and indefatigable supervision and labor which Mr. Bruce the Church Missionary bestowed on it during the first years of its establishment, when its attendance reached the number of 2 or 300 boys, and during which time it sent forth several youths of education and promise who are now making a progress in life which they owe almost entirely to the excellent and sound training they received at the Church Mission School at Dehra Ismail Khan. The English instruction it affords is one of its chief attractions."

This more hopeful statement has to be weighed in connection with the following severe but just, remarks of Mr. Pearson in commenting on the estimate made by Mr. Brodie of his services as teacher at the rate of Rs. 200 per mensem during the time that no other Missionary had arrived, and he was therefore in charge of several stations : This " is not consistent with regulation, under which an equivalent grant-in-aid is drawn, so long as there is only one Missionary in residence, who has several out-stations to visit. Besides the Mission has undertaken to supply the educational wants of the city, and I do not think that at the present moment the engagement is being fulfilled. In return for a grant-in-aid of 200 Rs. a month Government should require a good Middle Class School to be kept up, and also some Primary Branch Schools in the city, such as those which were started two years ago and were shortly afterwards closed on the withdrawal of the Grants under Art. XIV."

Bannu Mission School.

61. Mr. Pearson is equally emphatic about the Edwardesabad Mission School. When he inspected it last there were 51 on the registers, 40 were shown under " average attendance" and 37 were present at the time of inspection. To keep such a school there had been a headmaster on Rs. 80 per mensem till the 15th of September last, and at the time of inspection there were 4 teachers drawing Rs. 72 per mensem. The Middle School was not so bad as the Lower School, but Mr. Pearson was obliged to remark as follows :—

" This is now a very poor school and considering that, until lately there was a headmaster on 80 Rs. a month in addition to the present staff, costs a great deal more than it ought. Having regard to the number and standard I should think 50 Rs. a month an ample allowance for teachers, and unless an improvement can be effected it will be necessary for me to recommend a reduction of the grant." Mr. Pearson adds that " some good local influence is evidently required," and I believe I am expressing his views when I suggest that another chance be given to these Missionary Institutions before any reduction is made. The importance of having well-conducted Institutions at Dera Ismail Khan and Bannu, and the excellent work of the Missionaries in the past, especially at Dera Ismail Khan, would seem to render that suggestion acceptable.

E. Lower Class Schools.

There are 14 schools of this class. All but two have been described as branches of Mission and Zila Schools. These are (1) the Church of Scotland School at Gujrat which has made an advance to a middle school under the management of the Rev. Mahomed Ismail, and only gets a grant of Rs. 240 a year out of a total expenditure of Rs. 1,277-6-7.* On the day of inspection 103 out of 113 boys on the rolls were present. In the highest class 2 men did well in all subjects. In the 2nd the average was creditable. In the lowest class there is great room for improvement. When greater compliance is shown with the Government scheme of Studies and more attention is paid to " Reading, Translation and Mental Arithmetic" as well as to giving a practical direction to all studies, the grant may very fitly be doubled. Generally speaking, the Mission School is inferior to the Government School in every respect.

* The fees amounted for the year to Rs. 75-6-11.

(2) the Corps of Guides School at Hoti Murdan which contained 11 boys in the English and 25 boys in the Vernacular Departments. The former is worth very little and is recommended to be closed. The latter deserves encouragement.

It is also suggested that the boys and men attend at different hours—the former for 4, and the latter for 2 hours. I don't know whether the 7 sepoys who attend the Bannu School might not also conveniently attend at separate hours from the boys. It is not always advisable to mix the two classes. At Murdan the attendance seems to be irregular. A large schoolroom was applied for by Mr. Pearson, with what result I have not yet been informed. Rs. 240 are collected per annum as fees, and the sum is doubled by Government.

F. Female Schools.

63. When Bedi Khem Singh's Schools were first established, at the inspiration of Sir Robert Montgomery, there was a sort of understanding or guarantee that these schools should not be inspected by officials especially Europeans. I presume that it was for this reason that these schools have not been inspected, and that an amount of suspicion, both deserved and undeserved, has fallen on them, without distinct orders from Government I should myself have hesitated to inspect them, although I received a sort of permission by the Bedi's Agent to do so. The schools were closed a few days after I saw the Agent—a course which was not calculated to strengthen the belief of the people in the permanence of our educational policy, or to encourage Bedi Khem Singh in again offering us his services. After all the agitation that had taken place regarding "Female Education," it was certainly inconsistent to sweep away at one blow 108 schools, although the Department was perfectly justified in doing so, considering how very unfavorably both Major Urmston, D. C. and Mr. Frizelle had referred to these Schools—that money was required for more important or less mysterious institutions—and that, after all, no Inspector can conscientiously support a grant about whose application he simply knows nothing. Whether an attempt might not have been made to inspect these schools, in spite of what is, probably erroneously, considered to be the policy of Government in the matter, I will not discuss but I have not the least doubt that the sensitiveness of the people on this subject is exaggerated.

Mr. Pearson truly remarks: "I do not at all believe in the alleged scruples of the people about having their girls' schools inspected. They consist of little girls, 4 or 5 years old, who may be seen playing in the streets with their writing boards. The only prejudice is against the system of payment by results. The simplest remedy would be to allow the grant in future only where the schools are open to the inspection of Government Officers. I do not say that this plan is free from objections, but Bedi Khem Singh must be able to judge for himself whether he could accept the assistance of Government upon these terms." This view pre-supposes that Bedi Khem Singh profits by the arrangement, but the Bedi may be looking upon it as a great trouble and inconvenience which he has incurred merely to please the "Sirkar." I am glad that a letter of thanks, at any rate, has been sent to him, but I regret that once we had 108 Female Schools we should not have kept them up. A good deal is already gained by vesting the interests of a large body of teachers in the maintenance of "Female Education." We can afford to wait, till the next generation for perfect "returns" which, after all, are no safeguard against fraud and jobbery.* In our hurry to build the edifice of an ideal Indian civilization "in one day" we risk a sudden collapse of what has already been raised. I have never been very sanguine about "Female Education" in this province, although the kindness of native friends compelled me to become the First European President of the movement, but if Female Schools are to exist and to be inspected, there is no doubt that it can be done. In towns where greater temptations exist, natives naturally take greater precautions regarding their daughters, and generally the higher and better families are averse to send them any distance to School, when they may be entrapped en route, as has occurred. Still, numerous small schools conveniently situated, rather than a central school convenient for inspection, and inspected by educational native officials of known respectability and a certain age, would not be objected to. The girls of the best families may be visited at their houses by female teachers of known piety. A certain amount of education has always been given to females, at any rate in Muhammedan families of standing. The "Purdah" is nowhere so strict as in Turkey, yet unmarried girls attend school up to the age of 14, as I have seen myself [vide my "Muhammadan Education in Turkey."]

* Many years ago I drew attention to a return in which over 2,000 pupils were stated to be under instruction. On careful enquiry I found that eleven only had been in regular attendance.

G. INDIGENOUS SCHOOLS.

64. There is an Aided Vernacular School at Peshawur, supported by the Municipality and a grant. I am not aware that there is any private subscription for this school and do not think that it substantially differs from a Government Vernacular School. Mr. Pearson has recommended a reduction of the grant, a policy which I consider injurious to the interests of this Circle. Improve the schools, but do not reduce or abolish them. The Peshawur School has 203 names on the rolls, with an average daily attendance of 112 and Rs. 48-9-9 in fees. I have quoted Mr. Pearson's views on this school in his Report on the Peshawar District.

65. At Gujrat, Jhelum, Pind Dadan Khan and Chakwal I took the opportunity of calling in the neighbouring Indigenous Schools. With one or two of them I was pleased, but, of course, they all suffer from want of controlling or rather encouraging and guiding agency. At Sahuwal, near Pind Dadan, we had abolished a school, but a Zemindar continued to maintain it very generously from his own resources. The teaching of the School has however very much fallen off. Applications for the restoration of Government Schools have reached me from several places. Some applicants offer to subscribe towards them, but the general feeling is that they are entitled to them, as they pay the "educational cess." There are some very fair Oriental Schools throughout this Circle. There is a large Sanscrit School at Jhelum and a very good Sanscrit School at Rawal Pindi. Superior Oriental Schools have been started at Chakwal and Bal Bikari, and others are in course of formation at Jhelum, Rawal Pindi and Talagang. From other places also liberal offers for the establishment of semi-secular schools have reached me.

These Schools are entitled to a grant-in-aid if they are well managed, as the subscriptions are *literally* local.

66. The Panjab University College will, I am sure, exercise a most beneficial influence on the thousands of indigenous schools in the province, if it carries out the original principles on which it was founded and faithfully fulfils promises on the strength of which subscriptions were given. Although, owing to some mistake, the announcement of its last Oriental Examination was only made a few weeks previous to its being held, 23 Moulvis, teachers of schools came to Rawalpindi from different parts of the Circle, and some from considerable distances, 15 returned when they saw the Circular of that Institution, stating that by the next year they hoped to be able to reach the standard of Oriental attainments laid down in it. The desire to obtain diplomas will also stimulate the study of "Western science" which is already becoming popular.

SECTION IV. INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

67. The only Institution under this head is the Rawal Pindi Normal School. It is held in a suitable building belonging to Sir Nihal Singh. The schools prepares teachers for town and village schools. No one is admitted into it, except from very backward districts, who cannot pass the Lower School Examination. All the men get scholarships averaging from Rs. 6 to Rs. . There are 43 students for whose support the districts contribute Rs. 2,232 (there is no contribution from Hazara,) and the Department Rs. 1,008, altogether Rs. 3.240* making the average cost per head Rs. 75-5-7 per annum. Considering how low the standard is which candidates for admission into the Normal School are required to attain, and that the standard aimed at by the instruction imparted in it is only that of a Middle School, the rate might appear to be high, especially when it is considered that every student is almost certain to be employed. A man who passes the "Entrance Examination" of the Calcutta University gets 8 Rs. on an average per month. At the Lahore College the whole expense for scholarships on 56 matriculated students studying for the B A. and F. A. classes is Rs. 7,915 per annum or Rs. 141-2-8 per head, rather less than double of a Normal School student. Still without scholarships there would be no higher education in this province, and it is very creditable to the native students that they resist the temptation of employment when in the receipt of such small stipends as Rs. 6 for a Normal School student or Rs. 8 for a College student. I examined the Normal School in April last, and can corroborate Mr. Pearson's statement regarding the general efficiency and attainments of the headmaster and his assistant. The students, however, seem a very miscellaneous body, and there was no practical direction given to their studies, although all that was prescribed appeared to have been very fairly done. Nine of the best men were at the time examined by the Panjab University, I have no doubt that my results would have been still better, had they been present at my inspection with the others. I think the attainments of the staff quite up to preparing the men for F.A. Standard of the Panjab University, and I hope that inducements

* I cannot obtain the exact figures as establishment Bills do not reach me.

will be held out to the students to continue their studies for these distinctions. Whether and how far practice schools should be added to the Normal School is a question by itself, but as Mr. Pearson states, the institution already rather resembles a College, and is none the worse on that account. Discipline is greatly maintained by the students living in the College. Altogether the Rawalpindi Normal School is the most interesting as it is the most important Institution of this Circle. Mr. Pearson has taught a great deal in it, and to him its progress is chiefly due. At the last October examination 3 men obtained certificates of the 2nd grade, 2 of the 3rd, and 2 of the 4th grades.* At my examination 1 out of 4 passed in the 2nd year class, and 5 out of 8 in the Branch class belonging to it, 6 out of 11 in the first year class, and 5 out of 12 in the branch attached to it.

CONCLUSION.

68. Nothing can exceed the kindness and desire to co-operate with the Department, which all those District Officers have evinced with whom I have come in contact. I have already mentioned the very great assistance rendered to me by CAPTAIN HARINGTON of Gujrat, where also Mr. Clarke A.C., and Dr. Guinnell seem to take an interest in education. Mr. Blyth and Mr. Ogilvie of the Jhelum District did all they could to make my tour a success, and Major Urmston of Rawal Pindi has also put me and the Department under great obligation. Mr. Frizelle, A.C., when in the Rawulpindi Circle, was very active in the furtherance of education. Much may be hoped for the Dehra Ismail Khan District from the attention and interest which Captain Macaulay and Mr. Jenkyns, Assistant Commissioner are giving to the subject of education.† Elsewhere on the Frontier it cannot be sufficiently impressed on District officers by the Local Government that not only do the schools depend on their active support for existence, but also that the most permanent and loyal ally the Government can have is an educated population. I do not however wish to imply that they have not done what they can, especially, as I have not yet visited those remote parts and therefore cannot form any opinion.

I have forwarded separately a list of native gentlemen whose services deserve recognition.

G. W. LEITNER,
In temporary Educational charge of the Rawalpindee Circle.

* The best Map of Hindustan at the late Examination of all the Normal School was drawn by Moula Baksh of Rawalpindi who had evidently taken pains with his work [vide Mr. Cook's Report.]

† Captain Johnstone of Bannu and Captain Plowden have always befriended our efforts.

(NOTE BY THE OFFICIATING DIRECTOR.)

Whilst acknowledging the value of many of the suggestions contained in this report, I think it due to the other officers of the Department to state my belief that the recommendations regarding Inspection, given in paras. 20 and 23, comprise less that is novel or not done already, than Dr. Leitner thinks.

MULTAN CIRCLE.

MR. D. W THOMPSON, INSPECTOR.

Extent of Circle.

1. The Multan Circle is comprised of the six districts of Multan, Muzaffargarh, Montgomery, Jhang, Dera Ghazi Khan and Shah Pur; at the commencement of the year under review, the Bhawalpur state was also included in it, but since then, the superintendence of the schools in this state was taken over by the Local authorities.

Inspecting Agencies.

2. The inspecting Staff consists, as formerly, of an Inspector and Deputy Inspector, both of whom supervise the working of the whole Circle; and six Chief Muharrirs, one for each of the districts.

Changes in the above.

3. The incumbents of the above posts are the same as those of the last year, with the exception of the Chief Muharrir of the Multan district, who was dismissed, for neglect of his duties; he was succeeded by Moulvi Nur-ud-din, formerly headmaster of the Kotadu and afterwards of the Muzaffargarh vernacular middle schools.

Work done by Inspector.

4. I myself inspected, during the year, a portion of the Multan, and the whole (except a school here and there) of the other districts once, and a portion of the Dera Ghazi Khan district a second time.

By Deputy Inspector.

5. My Deputy Inspector, Moulvi Mahammad Ali, who makes his tours independent of me, went over three (Multan, Muzaffargarh, and Montgomery) districts twice, and two of the others (Dera Ghazi Khan and Jhang) once. I have been pleased with his work, and think that his qualifications for the duties required of him, and his diligence in the performance of these duties, fully entitle him to the promotion he has been so long promised.

By Chief Muharrirs

6. The Chief Muharrirs have made four or five tours according to the number of schools in their districts. They have worked steadily during the year, and have given satisfaction both to me and to the Deputy Commissioners to whom they are subordinate.

Tahsildars and their Assistants.

7. The Tahsildars and their assistants have, in some of the districts, visited and examined the schools within their jurisdiction, far more frequently than before, but in the most cases, their inspections have produced no good results at all, since they confine their educational duties merely to the formal examination of classes, without making any efforts to interest the people in their children's education. Two or three of these officials, however have been exceptions to this rule, for this and previous years, and their names will be mentioned at the end of this report.

Educational Committees.

8. I beg to mention, with commendation, the ready liberal manner, in which the Local Committees of Public Instruction (or rather those members of them who also belong to the Municipal Committees) have, on several occasions this year met applications made to them for increased allowances from Municipal Funds to branch schools; but I can't say much for the services rendered by them in other ways towards education.

Reduction in number of schools.

9. There is a little difference in the number of schools open at the end of this and of last year. Six female and four male schools were closed, and two new branch schools opened during the present year. The number of primary schools, however has been reduced, by the transfer of nine Government and three aided ones to the middle grade.

Number of English students.

10. There are 637 students in the whole circle learning English, or 110 more than there were last year. This increase is due not to the opening of any new English schools, but to the progress made in the ones already established.

Of vernacular students.

11. The total number of students, both male and female, receiving vernacular instruction only, is 8,869, or 977 more than the number at the end of last year. The average daily attendance for this year 7,362, and for last year 6,391.

Expenditure on zila schools.

12. The expenditure on the Government Anglo-vernacular (or Zila) Schools for this and the last year has been Rs. 14,359 and Rs. 13,876 respectively: and on all the other schools (excluding Jails) for this year Rs. 12,714 from imperial revenues, and Rs. 33,727 from all other sources, such as cess fund, private subscriptions, and fees of aided schools; and for last year Rs. 12,273 from imperial revenues, and Rs. 30,430 from other sources as above mentioned.

On all other schools.

13. The following amounts were collected by fees from students :—

Fees.

In Government Anglo-vernacular (Zila) Schools,	Rs.	440	13	0
In Government Vernacular Schools ...	„	257	12	0
In Aided Schools, English and Vernacular ...	„	943	0	0

All these sums added together make up Rs. 388 more than the whole amount collected in fees last year. The most of this increase has been received from aided schools, and nearly all the middle and branch schools of this class contributed towards it, but by far the largest part came from the Multan Saddar Bazar school and the branches at Dera Ghazi Khan.

Total number of schools.

14. The following is the number of schools of each class at present in existence in the Multan Circle :—

Government Anglo-vernacular (Zila) Middle Schools ...	4
Branches attached to the above ...	12
Aided Anglo-vernacular Middle Schools ...	6
Government Vernacular Middle Schools ...	14
Aided do. do. do. ...	5
Government do. Primary do. ...	102
Aided do. do. do. ...	26
Government Female Schools ...	12
Aided do do. ...	6
Jail Schools ...	4
Private Arabic and Sanscrit School ...	1

GOVERNMENT ANGLO-VERNACULAR (ZILA) MIDDLE SCHOOLS.

Statement for 1871-72 and 1870-71.

15. DERA GHAZI KHAN ZILA SCHOOL.

Middle Department.					Lower Department.			
No. of Boys.	Fees.	*Middle Examination.*			Number of Boys.	Fees.	*Lower Examination.*	
		Passed.	Failed.				Passed.	Failed.
	Rs. As. P.					Rs. As. P.		
(71-72) 71	144 11 9	5	0		342	365 5 6	23	5
(70-71) 64	133 1 9	5	0		288	262 8 9	28	6

Middle School Examination.

16. At the last middle school examination the marks obtained by the students were pretty nearly equal, the highest percentages gained in each of the four subjects of English, Urdu, General Knowledge and Persian being 57, 61, 59 and 56 respectively. The 5 boys who passed this examination are now all studying at the Lahore upper school.

17. At my yearly inspection of the whole school, I did not examine the 6th or highest

Examination of schools by Inspector.

class, as it had just previously given the middle school examination: in the 5th class (7 boys) the boys did not appear to understand the meaning very well of what they were reading in their English text book, and their pronunciation was not very clear; the 4th class (10 boys) did not do very well in Persian and arithmetic; and the 3rd or lowest class of the middle department was bad in arithmetic. With the exception of the above defects, the examination was on the whole satisfactory, and showed that work was carried on well by both teachers and pupils during the year.

Branch Schools.

18. Of the five branch schools comprising the lower department of this Zila school, one was in a bad condition at the beginning of the year, and as regards attendance, was not much better at the end of it. The other four were in fair working order, and sent up 38 candidates for the last "lower school examination," 33 of whom passed.

Leave of absence of teachers.

19. The headmaster Babu Mulraj went away on three months' privilege leave, the first oriental teacher Ahmedyar had two months' leave of absence on half pay; Akbarali, the second oriental teacher rejoined his post in the middle school after an absence at the Normal school of about two and half years. Kundun Lal, the superintendent of the branch schools, after officiating for 6 months in another post elsewhere, rejoined his duties as Superintendent in September.

Headmaster's notice of teachers.

20. The headmaster in his report on the school speaks favorably of all teachers in the middle school, and recommends the discharge of one or two of the teachers for inefficiency.

School house.

21. The school house was noticed in the last annual report as being in want of repairs, and during this year it got so bad, that a portion of the roof of one of the rooms had an opening made in it by the rain.*

Statement for 1871-72 & 70-71.

22. MULTAN ZILA SCHOOL.

MIDDLE DEPARTMENT.					LOWER DEPARTMENT.			
No. of Boys.	Fees.	*Middle Examination.*			Number of Boys.	Fees.	*Lower Examination.*	
		Passed.	Failed.				Passed.	Failed.
	Rs. As. P.					Rs. As. P.		
(71-72) 72	181 12 0	2	1		216	191 1 3	23	8
(70-71) 66	193 6 0	2	6		150	138 5 6	26	1

Middle School Examination.

23. Of the students entered above as having passed last "middle school examination," both failed in a subject, each, one in English and the other in "general knowledge." The former was not allowed the option of entering the upper school, but got a certificate for the examination; the latter who is entitled to study at an upper school has given up school altogether. The marks obtained in "English" and "general knowledge" were much lower than those obtained in Persian and Urdu.

Inspector's examination of school.

24. At my yearly inspection of the whole school, the 6th or highest class (3 boys) was not examined by me, as it had gone in previously for the general "middle school examination;" the 5th class (5 boys) was only middling in English; the 4th class (10 boys) bad in the rudiments of English Grammar; and the 3rd class (30 boys) bad in arithmetic; in other respects the examination was fair.

25. One new branch school was opened this year, making four branch schools altoge-

* Arrangements have now been made for the immediate repairs of the whole building.

Branches.

ther in the city, 31 boys came up from them for the lower school examination, and as will be seen in the above statement, 23 of them passed.

Increase allowed by Municipal Committee.

26. The Municipal Committee at Multan has lately sanctioned an increase of Rs. 100 per mensem to their former allowance of Rs. 50 per mensem for education in the city of Multan, and a part of this amount will be spent in opening a couple more branches to the zila school.

Changes in teaching staff.

27. Mr. Henry Staines the former headmaster was transferred to the Rawal Pindi normal school in August last, and was succeeded at Multan by Mr. Wood from Amritsar. Owing to the lowest class of the middle school being too large for one teacher to manage satisfactorily, it was made into two sections, for one of which a new teacher was appointed.

Headmaster's report on middle school teachers.

28. Mr. Wood, the headmaster, in his report on the school does not appear perfectly satisfied with a couple of his subordinates in the middle department: one of them, he says is in such a confusion in his private affair that he cannot attend properly to his official work; and the other has had to be reprimanded for negligence and carelessness in his duties. He mentions the branch school teachers favorably, whose work he judges by having one of the branch schools up for examination every week.

School Building.

29. The school house, which was mentioned in the last annual report as being in a bad condition, has undergone some repairs, but is still not at all in a satisfactory state.

Statement for 1871-72 & 1870-71.

30. BHERA ZILA SCHOOL.

Middle Department.				Lower Department.			
		Middle Examination.				*Lower Examination.*	
No. of Boys.	Fees.	Passed.	Failed.	Number of Boys.	Fees.	Passed.	Failed.
	Rs. As. P.				Rs. As. P.		
(71-72) 41	57 5 9	0	0	77	56 15 3	12	4
(70-71) 36	52 13 0	0	0	64	36 4 0	8	9

State of school

31. In my last year's report I had to notice a great falling off in this school, caused by dissensions between the teachers and the members of the Educational Committee; and that a new headmaster and assistant teacher were appointed, although the school recovered a little towards the end of last year, the above statements do not show much improvement at the end of this.

Middle School Examination.

32. No boys were ready to compete at the middle school examination, and consequently none went up for it.

Lower School Examination.

33. 12 boys passed and 4 failed at the "lower school examination."

Inspector's Examination of School.

34. At my last inspection I did not approve of the general condition of the school. The progress made by the few boys who were steady in their attendance during the year was not unsatisfactory, but the school in general struck me as having a very artificial existence. Most of the boys in the lower English classes and in the vernacular department appeared to have been either new ones lately joined, or old boys returned after long absence.

Head Master's report.

35. The headmaster Muhammad Eusaf Ali in his annual report enumerated the disadvantages the school was labouring under, the principal of of which were the old complaint of apathy on the part of the

Educational Committee, and the absence of scholarships in the school, on account of which some boys left and joined other English schools where they could get stipends.

Reduction of staff in lower school.

New branch school opened.

36. As the teaching staff in the lower department was too large for the number of students, I dismissed two of the teachers towards the end of the year, and used their salaries in the opening of a new branch school in the town of Bhera.

Increased expenditure from local funds on education.

37. The Municipal Committee there has also sanctioned an increased expenditure on education from the Municipal Funds, and this will enable us to attach and bring under proper training one or two of the numerous private schools, which, the headmaster thinks are at present instrumental in drawing off boys from the Government school.

Teachers on leave.

38. Two of the teachers were absent on leave during the year, the assistant English teacher for six months, and the Hindi teacher for two and half months.

School house.

The Zila school building is in very good order.

Statement for 1871-72 and 1870-71.

39. JHANG ZILA SCHOOL.

Middle Department.					Lower Department.			
No. of Boys.	Fees.	*Middle Examination.*			Number of Boys.	Fees.	*Lower Examination.*	
		Passed.	Failed.				Passed.	Failed.
	Rs. As. P.					Rs. As. P.		
(71-72) 58	56 15 9	2	0		165	55 10 3	21	0
(70-71) 38	31 13 0	0	6		124	42 3 0	24	1

Middle School Examination.

40. The two students who passed last "middle school examination" obtained far lower marks in English than in the other subjects. Both students joined the upper school at Lahore, but one of them was there only for a few days, when he was recalled to Jhang to fill a vacant post worth Rs. 40 per mensem.

Lower School Examination.

41. Of the 21 boys who passed the lower school examination, 8 came from the Sanscrit class.

Inspector's examination of School.

42. At my last inspection of the school, I was pleased with the general condition of the classes, both of the middle and lower departments, they passed a better examination than they had done for some time before.

Change of teachers.

43. A number of changes in the teachers took place here during the year. The former headmaster Babu Opindar Kishen was transferred, and succeeded by Lala Parmanand an assistant master of the Amritsar school. Two vernacular teachers were dismissed for inefficiency or misconduct; a third man was removed on a gratuity* as he was above 55 years of age.

Proposal for joining the Jhang and Meghiana English Schools.

44. The town of Meghiana, situated a couple of miles from Jhang, has a larger aided school than the Jhang zila school is, and the Deputy Commissioner Mr. Wakefield has forwarded an application to Government for a school house to be built midway between the two towns, and for the middle departments of the two schools to be joined; the natives in both of the towns, who are at all connected with the matter, such as teachers, chief muharrir, and the leading natives of these places appear to approve highly of the arrangement.

* It is under discussion whether he is to get a pension or gratuity.

School house.

45. The school building is in first rate order, and a small circular bathing place with a fountain in the middle for the use of the boys was completed during the year.

Statement for 1871-72.

46. AIDED ANGLO-VERNACULAR SCHOOLS.

SCHOOLS.	No. in attendance.	No. learning English.	Government Grant		Fees.			Private Subscription.		
			Rs.	As.	Rs.	As.	P.	Rs.	As.	P.
1 Multan Mission ...	101	56	1,200	0	74	8	0	2,236	9	6
2 Shujabad do. ...	159	31	440	0	41	12	0	795	1	3
3 Multan Saddar Bazar ...	95	48	544	7	157	13	9	413	0	0
4 Rajanpur ...	101	29	255	0	Nil			87	0	0
5 Meghiana ...	216	60	732	0	"			823	0	6
6 Shorkot ...	96	36	480	0	"			590	6	11
Total ...	768	260	3,641	7	274	1	9	4,945	2	2

Lower Department, and "Lower School Examination."

47. Of the above schools, only two, Meghiana and Shorkot, follow the prescribed rule for entering students into the English classes; the first named passed 33 boys from the lower into the middle or English department, by the "lower standard examination" and the other 15 boys.

"Middle School Examination."

48. None of the schools sent up any boys for the last "middle school examination."

Increase of English students.

49. The number of English students in the Multan mission school has increased since last year by 16: in the Meghiana school by 28, and in Shorkot by 9. In the others, the increase or in some cases the decrease is too small to be noticed.

Fees.

50. The collection in fees in the Saddar bazar school at Multan has increased by over Rs. 100 this year, and that in the Multan Mission school by Rs. 20.

Increase in general attendance.

51. The most marked increase in the attendance is in the Meghiana school, where the number has risen from 150 at the end of last year to 216 at the end of this, and in the Shujabad mission school from 62 to 159. The great increase in this last, however, has been caused by the absorption into the English school of one of the private schools in the town. At Meghiana the increase has been going on gradually through the year.

Reports of Schools.

52. Separate reports have been sent up from this office lately of the general condition of the Multan mission, Meghiana and Shorkot schools, in which I observed that the first of these had not shown very remarkable signs of progress during the year, and that the other two had progressed steadily, and had, at the end of this year, their four middle department classes complete for the first time.

Multan Cantonment School.

53. The Multan Saddar Bazar School, is a really useful institution and well worthy of greater advantages being bestowed on it than are now given to it. It is attended by about 95 students (an increase of about 20 over last year), 48 of whom are learning English. At my last examination of the school not long ago, I found the classes (the highest corresponding to the 4th class of a Government Middle school) going on fairly in their different studies. But the present staff of teachers, one English, one Oriental, and one assistant teacher is too small for the number of boys. The school building also, though greatly improved lately, is still too small, and I should think very uncomfortable for 95 boys to sit in for 6 hours daily.

Want of teachers.

Insufficient house accommodation.

54. The Rajanpur school, in its English department, is not getting on as satisfactorily

Rajanpur English School.

as the others. English was commenced at Rajanpur chiefly for the purpose of giving the neighbouring chiefs the opportunity of having their sons taught in it, but though it is more than 5 years since an English teacher was appointed to the vernacular school there, not a single chief has sent either son or any other relative to it.

Rajanpur School.

55. At my last examination, the higher classes were doing fairly in vernacular and in general subjects, but very little in English ; the lower classes were not in very good condition. This I put down more to apathy on the part of the boys, than to any shortcomings of the teachers.

Names of Vernacular Middle Schools.

56. VERNACULAR MIDDLE SCHOOLS.*

GOVERNMENT.			AIDED.
1	Muzaffargar ...	Muzaffargar District.	*Dera Gazi Khan District.*
	Kotadu ...		1 Jampur
	Kamalia ...	Montgomery District.	2 Choti
	Sayadwala ...		3 Mangrota
5	Montgomery ...		
	Shahpur ...	Shahpur ditto	*Jhang District.*
	Miani ...		
	Khushab ...		4 Chaniot
	Sahiwal ...		5 Ahmedpur
10	Seraisiddu		
	Talamba ...	Multan ditto.	
	Kahror ...		
	Jalalpur ...		
14	Bahadurpur ...		

New and old Middle Schools.

57. Of the Government middle vernacular schools, all in the above list, placed below Sayadwala, have been brought into the middle grade this year, with the exception of Bahadurpur; and of the aided schools only two, Mangrota and Ahmedpur, were entered in the middle grade this year.

Best Schools.

58. The best of these schools in attendance, and condition of classes are the Muzaffargarh, Kamalia and Seraisiddu Government schools, and Chaniot and Ahmedpur of the aided ones. Only two schools, the Sahiwal and and Shahpur, have a class as high as the 6th in them.

Improvement in schools.

59. The Sahiwal, Kotadu and Seraisiddu schools are in a far better condition at the end of this year than they were before. The others that were favorably mentioned in the general district reports last year are still doing well.

English in middle school.

60. English is taught in three Government schools, Muzaffargarh, Montgomery, and Shahpur (village) ; 26 boys learning in each of the two first, and about 35 in the last one. In the Shahpur (village) school, boys are reading as high as the 3rd English Reader, but in the other two, the 1st English reader only is read.

Vernacular Middle School Fees.

61. The fee collections in the middle vernacular schools are hardly worthy of notice, except in the Muzaffargarh school, where this year's collection has amounted to Rs. 82, but the greater portion of this was subscribed from the students learning English.

Statement for 1871-72.

62. PRIMARY VERNACULAR SCHOOLS.

	DISTRICTS.	Number of Schools.	Number of Students.	Average daily attendance.	Fees.	Expenditure.
Govt.	Multan ...	28	1,145	800	36 6 6	2,832 15 4
	Muzaffargarh ...	19	579	459	11 9 0	2,738 8 6
	Jhang ...	18	855	644	18 9 0	3,035 2 0
	Montgomery ...	13	531	500	40 2 6	2,659 6 3
	Shahpur ...	24	810	750	25 5 0	4,158 8 2
Aided.	Dera Ghazi Khan ...	26	808	739	0 0 0	6,432 14 8
	Total ...	128	4,728	3,892	131 15 0	21,857 6 11

* Through some mistake, the four schools of the Shahpur district, and all the schools of the Multan district except Bahadurpur were entered in the returns at the end of the year as being in the Primary grade.

General remarks on Primary Schools.

63. There is a reduction of 13 schools in the Primary grade since the last year, but as has been remarked before, this has been mostly caused by the raising of a number of them to the middle grade. There is a reduction of only two caused by schools being closed. The average expenditure on the education of each boy in the primary grade is about Rs. 4-6 per annum. The fees amount to Rs. 131-15 or very little more than one rupee per annum for each school. Almost all the schools that I mentioned in my last year's report, as being the best in this grade, were the ones since raised to the middle grade. The holding of the "lower school examinations" in these schools, as it is done in the Anglo-vernacular ones, was only commenced after the 1st of January last, and as I only inspected the whole of three districts since that date, the number of boys who passed this examination can be given for these districts only. In the Jhang district 146 passed; at Montgomery 32; and at Shahpur 100 boys. Taking the condition of the schools on the whole, those in the Jhang district are the best. There are three or four schools there that might be put in the middle grade if there were sufficient funds for the purpose.

English in one Primary School, viz. Shahpur station school.

64. In only one school of this grade English is taught, and that is in the Shahpur station school. All the boys, about 42, are taught it, but the progress made is not very satisfactory. This is owing, not to the English teacher, who is a fair English scholar, but more to the boy's parents, who being nearly all munshis, and consequently anxious for their sons to follow as quick as possible in their foot steps, think that this will be best done by dragging them through the greatest number of classes in the shortest time possible, and the teacher of course as to humour both parents and boys in their whims in order to keep the latter from leaving the school.

Government and Aided Female Schools.

Number of Female Schools.

65. There are 12 Government and 6 aided female schools in the circle, containing 357 girls in them, and costing Rs. 1,648-7-6 for their maintenance. Of the Government schools, there are 3 fair ones, a Hindi school and a Muhammadan one in Meghiana (Jhang district) and the third in the town of Jhang. In the Meghiana Hindi school, there are about 50 girls, most of whom can read and write Nagri very well. In the above three schools, needle-work is also taught by native women, whom some of the ladies in the station of Meghiana were kind enough to take the trouble of teaching. The other Government female schools being out of the way of constant European supervision are not worth much.

Remarks on Female Schools.

Remarks on Aided Female Schools.

66. Of the aided schools 5 belong to the Mission Society and are in the city of Multan. I have got no report on them to enter here this year, as the former manager of the Multan Mission schools, Mr. Briggs, left Multan at the close of the year without sending any report, and was succeeded by the Rev. G. Yeates, who having only very lately taken over charge, can of course say nothing about them.

Jail Schools.

Number of Jail Schools.

67. There are four jail schools at Multan, Montgomery, Jhang and Shahpur. The following remarks refer to the state of each as it was found at the last inspection.

Statistics Multan Jail School.

68. In the Multan jail school there were 451 men under instruction divided off thus; 95 learning Persian; 163 (including the above 95) learning Urdu and 288 at their alphabet. About 20 men can write a little, and have commenced Arithmetic. The Persian and Urdu books taught here are the "1st Persian book" and "1st Urdu book."

Montgomery Jail School.

69. Montgomery Jail School. This school may be said to have almost vanished since last inspection when 86 men were attending it. There are now 27 men (7 of whom joined about the time of the inspection) under instruction, 8 of them are reading 1st and 2nd Urdu books and the others learning the alphabet; three can write a very little: no Arithmetic or any thing else taught. The reasons assigned by the Chief Muharrir and school teacher for the falling off of this school are the want of books, and the frequent change of teachers that took place of late.

70. Jhang Jail School. 89 men attending school, 4 learning Persian from 1st Persian

Statistics of Jhang Jail School.

book, 3 (including the above) learning Urdu 1st and 2nd Urdu book) ; all the above are learning arithmetic, some simple addition, and some as far as compound multiplication, and all can write a little. The rest of the men are learning their letters.

Of Shahpur Jail School.

71. Shahpur Jail School. 100 men receiving instruction, viz 10 learning Persian (1st and 2nd Persian books), 40 (including the above 10 learning Urdu and the other 60 learning the alphabet, 10 men are learning arithmetic, some know simple addition and others simple division.

Remarks on Jail Schools.

72. Almost all the work shown in the three jail schools of Montgomery, Jhang and Shahpur is reported to have been done during the year, as a very large majority of the men now attending them are said to have entered since the commencement of the year.

PRIVATE SCHOOL AT MULTAN.

Private Arabic and Sanscrit School in Multan.

73. The private school at Multan, that, as I mentioned in my last annual report was opened in the year 1870-71 and supported by private subscriptions from the leading natives of Multan, has been working steadily during the year. The teaching staff consists of an Arabic and a Sanscrit teacher : there are 33 boys learning Arabic, and the same number learning Sanscrit. At the commencement of its career, instruction was carried on in the regular native style, boys learning Arabic and Sanscrit, before they could read or write anything else, but afterwards in the Arabic department, instruction of Urdu and Persian was introduced and also a little arithmetic. Though many of the natives subscribed to the support of the school* at first, they have nearly all discontinued doing so now, and the only one who goes near it or takes any interest in it is Lala Manohar Lal, the Head Clerk of the Deputy Commissioner's Office at Multan.

Indigenous Schools.

74. The usual statement of indigenous schools for this year accompanies this report. It will be seen from it, that there are said to be 534 schools of this class, containing an aggregate of 7,329 scholars ; 4,438 learning Arabic, 30 at Sanscrit, 1,431 Persian, and 76 Urdu, besides a number of others learning Arithmetic and accounts.

CONCLUDING REMARKS.

Deputy Commissioners.

75. I beg to acknowledge here the assistance I have received, in the matter of schools from the district officers in general, and from Colonel Ferris the Deputy Commissioner of Multan, and Mr. Wakefield, the Deputy Commissioner of Jhang in particular.

Natives recommended for rewards.

76. I have the honor to bring to your notice the following natives for their good services towards education, *Syad Rahimshah*, Tehsildar, Seraisiddu. †*Sheikh Nazar Muhammad*, Naib Tehsildar, Jhang, *Pandit Jai Gopal*, Naib Tahsildar, Chaniot. The first named has been very steady in his efforts to make the schools popular in whatever tahsil he has been for the last three years, and has already been mentioned in two former annual reports. I mentioned him to the Deputy Commissioner Colonel Ferris at the end of this year, and that officer immediately provided a reward of Rs. 60 or 70 for him to be presented at the next annual distribution of prizes ; when I hope it may be accompanied by a certificate from Government.

77. The two Naib Tahsildars have also been mentioned in a former report either by me or their Deputy Commissioner, and I hope that they may be also rewarded.

78. I have been very well satisfied during the year with the work of Babu Sham Lal and Munshi Nathu Ram the clerks of my office.

D. W. THOMPSON,
Inspector of Schools,
Multan Circle.

MULTAN, *13th May* 1872.

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* Attached to the zila school since the 1st of April 1872.

† Lately transferred on promotion to the Deputy Commissioner's Office.

Report on the Lawrence Military Asylum, Sanawar.

From J. G. CORDERY, ESQ., *Offg. Director of Public Instruction, Panjab, to* CAPT. C. S. MACLEAN, *Officiating Mily. Secy. to Govt. Punjab, dated Lahore 27th May 1872.*

I have the honor to forward the Annual Report* by the Principal of the Lawrence Military Asylum, Sanawar, together with a report by the Inspector of the Circle upon his examination of the Institution. The report of the Medical Officer also accompanies that by the Principal.

2. In the Boys' department, Mr. Cooke has noted a general falling off throughout the school-course, and, more or less, in every class. His suggestion of last year, in favour of the adoption of a text book for History appears to have been overlooked, and the result is a continued ignorance, which is described as nearly total, in this subject. Geography also has been badly taught, though better in some classes than in others. Mr. Cooke's notes would have been more valuable, if they had explained the reasons of some variations in the progress of different classes :—*e. g.* Arithmetic is successfully taught in the first and third classes, but badly in the second; Grammar is well taught in all classes but the third, and the second class is exceptionally good in Geography. I have called for this information, as it is of material assistance in forming an estimate of the qualifications of the different masters. But it seems hardly necessary to delay the submission of this report on account of it.

3. The main reason for the defects discovered by this year's examination is to be found in the fact that for many months of the year the full teaching staff of the school has not been working, and that during other months several of its members have lain under heavy imputations which cannot but have had a damaging effect at once upon their influence, their zeal, and their labours. The headmaster, the Rev. G. Peake was suspended during the period under review from 12th March to 24th August 1871, the second assistant master was suspended from 6th January till 30th March 1872 when he was dismissed, and the 3rd assistant Mr. Farr, though noticed favorably by Mr. Cole, appeared to me, in February last, to have but one wish, and that was to resign his position from which he has since absconded. How far this state of things has been due to insubordination and misconduct on the part of the masters, and how far to a want of fairness and of administrative tact on the part of the Principal, is a question already submitted to the consideration of His Honor, and I need not therefore further advert to it here. But I remark with regret that during the many months in which the staff was manifestly shorthanded, it never appears to have struck Mr. Cole that it was his duty to remedy that defect by taking some share in tuition himself.

4. The industry and capacity shown by the three senior monitors under these circumstances seems worthy of some recognition. Monitor Downes has especially distinguished himself not only as a teacher but as having worked for his own improvement during extra hours. My own inspection of some papers gave me an impression in complete concurrence with Mr. Cooke's opinion regarding the excellent form, in which Geometry and Algebra are taught by the Messrs. Peake. Of the other four monitors two only are in any noteworthy degree, superior to the boys of the first class.

5. Lastly, there is what is termed the extra class, consisting of youths whose average age reaches 17 years. They are all very backward for their age and are placed apart on this account, and also because they have been pupils in the Asylum for a long time without advancing. A slight, but very slight, progress is now recorded by Mr. Cooke. Two of their number have deserted during the year under report, but their movements have been traced and accounted for, seven have applied for admission to the new Dacca Workshops, and three for admission into the Subordinate Medical Department. Their total number is now 14, and it is to be sincerely hoped for the interests of the institution that the services of all who are fit for any work will be accepted.

6. It is satisfactory to be able to add that in Urdu the teaching has been effective. But the Head Master has devoted more of his own time to bring about this result than can be considered desirable. The same success might be gained by the employment of capable Munshis under his superintendence. And a proposal to this effect will be submitted to Government. His time will then be available for other branches of instruction which cannot but suffer otherwise.

* This is printed and circulated in a separate form.

7. For instance, Mr. Cole has forwarded with his report a valuable and suggestive letter from the Surveyor General of India, in which Colonel Thuillier, whilst noting that in the past year there had been a considerable falling off in the boys who had presented themselves from the Asylum for admission into his department, urges the advisability of making Linear Drawing and the principles of Land Surveying a part of the regular curriculum of the school. The account given to me by the Rev. G. Peake of this deterioration was, that much to his own regret, his time was now so fully occupied that he could no longer find the leisure hours to devote to the few boys who entered upon this subject. But, when the Principal takes some portion of the school work and when the services of Munshis are obtained, the opportunity may be taken of acting upon Colonel Thuillier's suggestion.

8. On my visit to the Asylum, Dr. Smyth, the medical officer, expressed his wish to give instruction and lectures to those students who may intend to offer themselves as candidates for subordinate medical employ, and the proposal is one which, as I informed him, I should be glad to support.

9. The reports, so far as they concern the Girls' Schools, are entirely satisfactory and reflect credit upon all engaged in their management and upon the character of the pupils themselves. Their superior intelligence in school-work as compared with the boys is to be noted. And I remarked with pleasure that a fair share of time was allotted to practical lessons in simple cookery, and that they were received with much interest and satisfaction. Mr. Cooke suggests that an extra class should be formed of the very backward girls in order to spare them their present mortifications. I am inclined to think that they had better be deputed mainly to domestic work.

10. Both Mr. Peake on behalf of the Boys' Department and Mr. Mellor on account of the Girls, have complained to Mr. Cooke that their classes had been of late disorganized by the long periods of leave (exceeding one or two months) granted by the Principal to pupils without sufficient reference to their positions in their classes. But I have not the figures before me to determine whether the discretion allowed to the Principal in this matter has been exercised with excessive indulgence or not.

11. In the review of last year's report His Honor remarked severely upon the animus shown by Mr. Cole in discussing the question of the domestic discipline of the establishment. And this year I am unable to concur in the tenor of para. 19 of his report really bearing upon the same subject. The transfer of the hearing of all such cases to the masters of the school, to whom the non-commissioned officers are not directly subordinate and from whom they have practically been unable to command much respect, has not in my opinion been beneficial to the interests of the Institution.

12. Mr. Cole represents that a saving of Rs. 18,000 has been effected upon the estimate of expenditure on the budget, a result which may fairly be held to reflect credit upon his financial administration.

13. The objects of this Asylum naturally attract so much general sympathy, that it is with much regret that I find myself unable this year to recommend any of the superior officers at Sanawar to the favorable notice of Government with the exception of Dr. Smyth, the medical officer, and Mr. and Mrs. Mellor, the Superintendents of the Girls' department. But every duty on which these three were concerned has been performed most carefully and efficiently. Of the subordinates Mr. Willie and Monitor Downes deserve special mention.

14. Finally, I would respectfully urge for the most serious consideration of the Committee that the experience of recent years points, in my humble opinion, very strongly to one conclusion. The Principal of such an Institution in India should be both able and willing to bear an active part in the education of the boys, and to be the Principal of the school as well as of the domestic establishment. Otherwise in a country, where all general arrangements are very easily systematised, where the wheels of routine if regularly attended to run with perfect accuracy and smoothness at the cost of very little labour, where the medical officer has no other calls upon his time but those connected with the duties to which he is specially attached, the Principal's office is apt to degenerate into a comparative sinecure; And, if so, petty jealousies will almost inevitably arise and lead as they have led in the year on which I now report, to unjust charges, to recriminations and a spirit of discontent which a very radical change is required to cure.

Report on the Bengal Military Normal School for Army School Mistresses.

From CAPTAIN F. W. DUNN, *Superintendent of Army Schools, to the Offg. Director of Public Instruction, Punjab, No. 35, N. S., dated Kussowlie, 6th June 1872.*

I have the honor to submit, for the information of the Punjab Government, Annual Report on the Bengal Military Normal School for the year 1871-72.

As regards the number of students under instruction there was no alteration at the close of the past year from that at the close of 1870-71, there being at both periods eight.

Miss E. A. Greer to 2nd Battalion 12th Regiment.

Of those in the Institution at the last mentioned period one only has actually completed the course and been posted to a regiment (as named in the margin.) This one passed out with great credit.

Mrs. MacLean.

One who had finished the course in the Kussowlie school was too ill to go through the December examination, and I regret to add, died at Sabathoo on the 26th of that month.

Miss F. Goodwin.

One young girl, who might have passed at the December examination, but on whom it was not obligatory to do so was considered hardly qualified, and her final examination was deferred till May. This girl was removed by her mother after the Christmas holidays.

Mrs. Gambril.

Of four students admitted during the year one remained only from August to December, and though during that time she did very well, and might readily have qualified herself before the beginning of the following cold season, her husband who being a Sergeant Major could not be allowed to leave his Regiment, was not willing for her to stay and complete her studies. The other three are still under instruction.

Mrs Mitchell.

The results of the year have thus been unusually small, owing to circumstances over which those in charge have had no control. A second student would have passed out by the end of March, but at the time when she should have gone into the practising school at Sanawur after the examination in December, she was in a situation which prevented her from doing so, and she has consequently just now finished the course. But for this circumstance, and for the death of Mrs. MacLean, the usual number of qualified school mistresses would have been sent out.

Two students regarding whose capacity I expressed a doubt in my last Report, are still under instruction. One has obtained special leave from the Commander-in-Chief to remain six months beyond the usual time in the hope of her being able to qualify heself ; the other will not be required to pass the final examination till December next. Both have been a good deal absent through sickness, and their progress has been very slow.

The three students now in the Institution who have joined during the year are all doing satisfactorily, and four others who have joined since the expiration of the official year, promise well There are at present date twelve students under instruction.

I have been in correspondence during the year with the Controller of Military Accounts and with the Adjutant General of the Army, on the subject of the continuance or otherwise of the Institution ; but I apprehend no change will be made until the revised Regulations for Army Schools under consideration have been finally sanctioned.

Mrs. Vice, the headmistress reports favorably as to the conduct of all the students, and on the diligence of all but two, above referred to, who have, partly from ill health made less progress than could be desired. These, I may remark, live with their husbands and families in barracks, and consequently less leisure for study out of school hours than those who are resident in the Institution. Mrs. Vice is also satisfied with the assistance rendered her by Miss Parson, the Assistant Mistress. I enclose the letter from the Head Mistress, regarding whose energy and zeal I have only to speak in the usual terms of commendation.

His Excellency the Commander-in-Chief lately visited the Institution, and expressed himself as generally satisfied, but remarked upon the absence of instruction in vocal music. Unfortunately neither of the ladies at the head of the school, are capable of giving instruction in this branch, and I am at a loss how to supply the obvious want.

The students are encouraged to join the church choir, and four of them regularly attend the weekly practice, and thus obtain an acquaintance with, at least, church music. But what is more required is some facility in reading ordinary music, and ability to teach school songs to children.

Possibly if the Government would sanction the payment of a small amount monthly out of the savings of the authorized Establishment for the services of a musician from the Depot to teach music, this desirable object might be attained.

From MRS. C. M. VICE, *Head Mistress of the Bengal Military Normal School, to* CAPT. DUNN, *Supdt. of Army Schools, No. 11, dated Kwssowlie, June 4th, 1872.*

In reply to No. 28 requesting a report on the conduct and diligence of the students during the past year; also the manner in which Miss Parson has performed her duties as Assistant Mistress.

I have pleasure in stating, that the conduct of the students on the whole, has been satisfactory; and great diligence in their studies has been shewn on their part, with the exception of two, who, partly from ill-health, have not made the progress that could be desired.

Miss Parson has given me every help with the students; and has performed her duties very creditably.

Report on the Roman Catholic Orphanage, Simla.

From J. G. CORDERY ESQ., *Offg. Director of Public Instruction, Punjab, to* CAPT. C. S. MACLEAN, *Offg. Mily. Secy. to Govt. Punjab, No. 97A, dated 26th August 1872.*

I have the honor to submit the Annual Report upon the Roman Catholic Orphanage School at Simla.

2. There are 120 children in the Institution, of whom 31 are motherless, 59 orphans and 30 have both parents living, the latter being separate boarders. The classes in the Orphanage proper are composed as follows:

1st Class	...	5 girls	...	Average age	...	17	years
2nd Do.	...	5 do	...	do.	...	14½	years
3rd Do,	...	6 do.	...	do.	...	14	years
4th Do,	...	4 do.	...	do.	...	11	years
5th Do.	...	25 do·	...	do.	...	12	years
6th Do.	...	52 do.	...	do.	...	8	years

In the 5th class, two or three girls of advanced age, the eldest 15 years old, have lately been admitted and being very backward are unable to go into a higher class. It has been suggested to the Lady Superintendent that girls such as these might with advantage both to themselves and the school generally be formed into an extra class.

3. 1st Class. These girls are all over 16 years of age and consequently the Orphanage receives no allowance from Government for them. They can read and write well and have a fair knowledge of Arithmetic and Geography; they answered questions in English History up to the reign of George 1st but knew very few dates.

Besides receiving two hours' instruction in School daily, they are employed in teaching the lower Classes, they were well qualified for the work and I recommend that some small monthly allowance be made to them for their services.

4. 2nd Class.—This Class like the first, attends school for two hours a day. They read well but are not quick at explaining the meaning of words: they wrote a good dictation and worked sums in Compound Multiplication and Division very correctly. They know English History up to the reign of Henry 3rd and answered very intelligently but are not very well up in Geography.

5. 3rd Class.—The 6 girls of this class read and spell capitally, but are weak in Grammar. They are familiar with the map of Africa and also know something of America; can work sums up to Compound Multiplication and have just commenced to read a little history.

6. 4th and 5th Classes, know the simple rules of Arithmetic, can read and spell words of three and four syllables.

7. 6th or Infant Class. This is a large class of very little children, ten of them can read well, the rest spell out words of three and four letters.

8. On the whole I consider the progress made during the past year very satisfactory. No high education is attempted, but what is taught is I have no hesitation in saying very thorough.

9. The children are cheerful aud healthy and seem to receive the utmost care from the Lady Superior and the ten sisters who assist her. The year has been remarkably free of any decease, though a few of the inmates have occasionally suffered from intermittent fever. There has been no death.

10. The building grant of Rs. 15,000 has been paid to the Roman Catholic Bishop, who is the recognized head of the Institution; but as this sum had been already anticipated

in the outlay it is not available for the addition of the buildings which are still urgently needed. A hospital is especially required; but the want of a chapel is also much felt. The managers have been informed that any subscriptions or grants made towards a hospital will, at once be recommended for an equivalent grant-in-aid.

11. The expenses are met from the allowances made by Government for those orphans who are the children of Roman Catholic soldiers; from the fees paid by the parents of a few boarders, who belong to a higher class, and are taught and live in a building separated from the main school: and from occasional donations and subscriptions. These means are hardly adequate for its support, as much dependence is necessarily placed on the last named fluctuating item.

12. The services of the Lady Superior and the sisters are given gratuitously. Were they engaged and paid by the managers, the managers would be entitled to a grant not exceeding half the sum spent on tuition. The rules would certainly admit of a moderate valuation being put upon the services of those who are actually employed in teaching. And I am only awaiting a formal application for such a grant in order to submit it to the favorable consideration of Government. The Institution altogether merits more support than has fallen to it hitherto.

STATEMENTS.

(Imperial Return.) EDUCATION B. I.

RESULT of Examination of the University of Calcutta, and the Panjab University College, as regards the Panjab for the year 1871-72.

NATURE OF EXAMINATION.	No. of Affiliated Colleges.	No. of their Students.	No. of Candidates.	Average age.	Educated in		Religion.				Passed in			Net cost to Government.			REMARKS.
					Government Schools.	Private Schools.	Christians.	Hindus.	Muhammedans.	Others.	First Division.	Second Division.	Third Division.				
CALCUTTA UNIVERSITY.																	
Entrance Examination ...	...	...	81	18	43	38	7	56	15	3	4	17	12	3,032	11	7	
First Examination in Arts ...	2	112	21	19	21	...	...	18	1	2	...	1	3	2,209	7	7	
B. A. Examination ...			8	21	8	...	1	7	...	...	...	2	1	1,672	5	7	
M. A. Examination ...			2	22	2	...	...	2	...	...	(a)2	...	...	1,074	4	...	
PANJAB UNIVERISTY COLLEGE.																	
Entrance Examination ...	2	112	80	20	19	61	1	43	33	3	Thirty-seven.			3,719	6	6	
First Examination in Arts ...			28	19	28	...	1	23	2	2	Twenty-four.			13,744	10	2	

(a). There are no divisions for those who pass the M. A. Examination without honors. Hukam Chand took honors. Sri Ram who went for the M. A. only, is believed to have obtained marks sufficient to place him in the 1st division.

(Imperial Return.) **EDUCA-**

General Statement of Educational Institutions in the

Class of Institution.	1	2	3	4	5	6	7			8			9			10		
	Government Institution.																	
					Teachers.		Income.											
	Number.	No. of students on the rolls.	Average attendance daily.	Average age.	Christians.	Others.	Public funds.			Educational cess fund.			Fees.			Total.		
Colleges.																		
Arts	2	112	90	19	7	4	59,690	9	5	.	.		2,033			61,723	9	5
Boys' Schools.																		
Higher	5	283	180	17	6	14	39,721	12	8	2,628	13	11	1,675	10	..	44,026	4	7
Middle	103	10,026	7,856	14	12	328	1,03,632	10	3	16,916	13	6	7,016	15		1,27,566	6	9
Lower	1,087	49,091	39,611	18	.	1,221	13,335	6	7	1,42,816	2	9	4,776	12	5	1,60,928	5	9
Girls' Schools.																		
Higher	...	..	...	..	..	...	...	...	.	...	..		...			...	...	...
Middle	.	...	..	...	..	...	...		.	...	..		...			...	..	..
Lower	125	2,984	2,573	9	..	126	6,111	2	11	6,030	13	2	18	1	.	12,160	1	1
Normal Schools.																		
For Masters	3	217	187	23	2	15	11,609	8	3	17,998	8	.	32	5	4	29,640	5	7
For Mistresses	...	..	..	..	..	.	.			..			.		...	.	.	..
Total ...	1,325	62,713	50,497	17	27	1,708	2,34,101	2	1	1,86,391	3	4	15,552	11	9	4,36,045	1	2

TION B. II.

Province of the Panjab for the year 1871-72.

11	12	13	14	15	16	17	18	19	20			21			22			23	24	25	26	27	28
			Private Institutions, Aided and Unaided.																				
Number of persons instructed in			Class.					Average attendance daily.	Income.									No. of persons instructed in.			Grand total of school.	Grand total of average attendance.	Proportion of attendance to population.
English.	Vernacular.	General.	General.	Hindus.	Muhammedans.	Christians.	Total.		From endowment.			From fees.			From Government grant.			English.	Vernacular.	General.			
112	112	112	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	2	90	·0005
283	283	283	10	...	...	1	11	2,081	35,949	11	7	9,395	4		33,012	8	3	1,929	1,877	1,877	16	2,261	·01
2,313	8,845	8,845	48	..	...	2	50	4,066	54,136	1	8	7,240	9	6	50,410	7	3	1,809	4,120	4,120	153	11,922	·06
323	43,669	43,669	166	...	..	...	166	8,670	30,312	.	8	9,571	10	6	27,635	11	2	1,546	8,232	8,232	1,253	48,271	·27
...	..	...	..	...	...	..	...	...	..	...	..	..	.	..	...	...	...	..	...	...	...	...	
...	...	..	..	...	...	2	2	79	638	5	...	6,849	15	2	6,571	15	.	67	...	67	2	79	·0004
5	2,232	2,232	31	198	81	2	312	6,567	27,400	14	7	1,930	.	.	22,581	14	5	165	8,028	8,028	437	9,140	·04
...	217	217	...	...	...	...	...	...	...	...	...	...	...		...	...	..	..	...	...	3	187	·0009
...	...	...	6	...	...	...	6	183	10,815	5	11	...	..	..	16,582	13	8	8	213	213	6	183	·0009
3,036	55,358	55,358	261	198	81	7	547	21,646	1,59,252	7	5	34,987	7	2	1,56,795	5	9	5,524	22,470	22,537	1,872	72,133	·49

Population 1,7611,498.

Statement of the Government Colleges,

1		2	3	4	5	6	7	8	9	10	11	12	13
	District.	Name of Institution.	When established.	No. of students on rolls at the close of the year.				Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers.		Monthly rate of schooling fee.
				Hindus.	Mahammedans	Others.	Total.				Christians.	Others.	
1	Dehli	Government College ...	1st May 1864	51	4	1	56	51	42	19	3	2	Rs. 2
2	Lahore	Government College ...	1st Jany. 1864	42	6	8	56	54	48	19	4	2	Rs. 2
		Total...	...	93	10	9	112	105	90	19	7	4	

for the year 1871-72.

14			15			16			17			18			19	20	21	22	23	24	25
Expenditure.												Amount collected in fees.			*No. of pupils instructed in*						
From public funds.			From one per cent. educational cess fund.			Other sources.			Total.						English.	Urdu.	Hindi-(Nagri).	Hindi (Landa) Mahajni, &c.	Arabic.	Persian.	Sanskrit.
27,393	4	3	...			4,640	...		32,033	4	3	1,007	..	...	56	...	...	...	16	...	39
32,297	5	2	...		...	5,088	6	...	37,385	11	2	1,026	...	.	56	...	.	.	24	24	17
59,690	9	5			...	9,728	6	.	69,418	15	5	2,033	...	.	112	...	...		40	2	56

Statement of the Government Schools of

1		2	3	4	5	6	7	8	9	10	11	12	13
District.		Name of Institution.	When established.	No. of students on rolls at close of the year.				Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers.		Monthly rate of schooling fee.
				Hindus.	Muhammedans.	Others.	Total.				Christians.	Others.	
		Ambala Circle.											
1	Dehli	Upper Zilla School	1st May 1859	95	14	...	109	80	60	18	2	3	12 as to 5 rs.
		Lahore Circle.											
1	Lahore	Upper Zilla School ...	1st April 1860	55	18	1	74	64	55	18	1	4	12 as to 5 rs.
2	" ...	Oriental School	June 1870	25	17	4	46	25	21	18	...	3	4 as. to 5 rs.
3	Amritsar ...	Upper Zilla School ...	19th May 1851	33	5	2	40	39	34	9	2	2	8 as. to 1 re.
4	Hushyarpur ...	Ditto ditto ..	January 1872	11	3	...	14	14	10	17	1	2	4 to 8 annas.
		Total	Lahore Circle ...	124	43	7	174	142	120	16	4	11	
			Grand Total...	219	57	7	283	222	180	17	6	14	

the Higher Class for the year 1871-72.

14			15			16			17			18			19	20	21	22	23	24	25
Expenditure															*No. of pupils instructed in*						
From public funds.			From one per cent. educational cess.			Other sources.			Total.			Amount collected in fees.			English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahájani &c.)	Arabic.	Persian.	Sanskrit.
11,943	...	11	522	15	1	1,269	3	7	13,735	3	7	757	4		109	8	...	...	36	...	65
15,643	15	10	22		...	...	...		15,665	15	10	594	...	..	74	...	...	...	35	...	35
1,841	5	3	1,768	9	10	...	..		3,609	15	1	69	4		46	...	...	...	8	..	10
8,969	14	4	296	.	..	...			9,265	14	4	241	14	.	40	...	...	...	15	..	24
1,323	8	4	19	5		..			1,342	13	4	13	4		14	...	...		10	...	4
27,778	11	9	2,105	14	10	...			29,884	10	7	918	6	...	174	...	..	...	68	...	73
39,721	12	8	2,628	13	11	1,269	3	7	43,619	14	2	1,675	10	.	283	8	...	..	104	..	138

Statement of the Government Schools of the Middl

1	District.	2	Name of Institution.	3	When established.	4	5	6	7	8	9	10	11	12	13
						No of students on rolls at the close of the year.				Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers.		Monthly rate of schooling fee.
						Hindus.	Muhammedans.	Others.	Total.				Christians.	Others.	
			Ambala Circle.												
1	Dehli ...		Zila School, Middle Dept. ...	1 May	59	158	14	1	173	162	131	15	..	8	1 to 8 as.
2			Anglo Arabic School ...	1 Feb.	72		58	...	58	58	42	15	1	5	1 to 6 as.
3	Gurgaoon ...		Zila School at Rewari ...	1 June	57	78	17	1	96	77	58	14	..	5	2 as to 1/
4	Karnal ...		Zila School ...	23 Oct.	56	25	16	..	41	28	23	15	1	4	do.
5	Ambala ...		Zila School at Jagadhri ...	1 June	58	40	3	3	46	40	33	16	..	5	do.
6			Zila School at Roopur ...	1 July	67	32	10	3	45	44	34	15	.	4	1 as to 1/
7	Simla ...		Zila School ...	1 March	48	14	7	...	21	15	12	16	1	3	do.
8	Hissar ...		Zila School at Bhiwani ...	24 Oct.	57	32	6	.	38	31	21	15	...	4	1 to 8 as.
9	Rohtak ...		Zila School Rohtak ...	6 Dec.	56	38	8	2	48	41	36	15	1	4	2 as to 1/
			Total...	...		417	139	10	566	496	393	15	4	42	
1			Arab Serai Vernacular School ..	4 March	48	38	25	...	63	67	48	12	..	4	1 anna.
2			Najafgarh ditto ...	1 Dec.	57	86	17		103	100	82	10	.	2	do.
3	Dehli ...		Balabgarh ditto ...	28 Sept.	59	79	12		91	94	76	11	..	3	do.
4			Farridabad ditto ..	Do.		63	13		76	72	60	10	..	4	do.
5			Soniput ditto ...			39	30	1	70	70	63	12	.	3	do.
			Total..	...		305	97	1	403	403	329	11	.	16	
1			Shahabad Vernacular School ...	3 Dec.	56	102	89	3	194	166	142	9	..	4	1 anna.
2			Thaneysar ditto ...	Do.		97	13	.	110	114	85	10	..	3	do.
3			Buria ditto ...	Do.		59	51	8	118	114	107	13	...	3	do.
4	Ambala ...		Sadhoura ditto ...	26 June	56	56	101	..	157	144	132	10	...	4	do.
5			Mani Majra ditto ...	Do.		51	10	1	62	63	61	9	.	2	do.
6			Muranda ditto ...	Do.		15	35	5	55	55	45	11	...	1	do.
7			Bhurali ditto ...	Do.		41	58	.	99	95	80	9	...	3	do.
8			Babial ditto ..	Do.		33	14	18	65	65	54	14		2	do.
			Total...	...		454	371	35	860	816	706	11	..	22	
1			Panipat Vernacular School ...	6 June	56	81	106	.	187	176	161	11	..	7	1 to 2 as.
2	Karnal ...		Kythal ditto ...	Do.		206	32	3	241	237	193	11	..	6	do.
3			Pondri ditto ..	Do.		79	41	..	120	120	96	10	.	3	1 anna.
			Total...	...		366	179	3	548	533	450	11		2	
1			Gujarwal Vernacular School ...	22 June	56	17	11	36	64	54	47	11	.	1	1 anna
2			Raipur ditto ...	Do.		40	1	25	76	67	56	10	..	1	do.
3	Ludiana ...		Dhurar ditto ..	Do.		39	6	9	54	53	47	16	..	1	do.
4			Machiwara ditto ...	Do.		44	25	6	75	60	50	12	.	1	1 to 2 as.
5			Sodhi ditto ...			19	10	14	43	42	33	12	.	1	do.
			Total...	...		159	63	90	312	276	233	12	.	5	
1	Gurgaoon ...		Hussanpur Vernacular School ...			53	50	2	105	104	83	10	.	2	1 to 2 as.
2			Punahana ditto ..			50	13	.	63	63	54	8	..	1	do.
			Total...			103	63	2	168	16[illegible]	137	9	.	3	
1			Badli Vernacular School ...			69	1		70	60	48	1	.	2	1 to 2 as.
2			Gohana ditto ...			53	35		88	9[illegible]	73	3	..	3	do.
3	Rohtak ...		Bahadargarh ditto ...	25 Jany.	60	112	55	...	167	14[illegible]	107	11		3	do.
4			Maham ditto ...	21 July	57	105	21	[illegible]	127	11[illegible]	104	11		2	do.
			Total...	...		339	112	1	452	415	332	12		10	
1	Hissar ...		Hissar Vernacular School ..			82	19	..	101	10[illegible]	86	10	..	4	1 anna.
2	Sirsa ...		Sirsa Vernacular School ...	1 Sept.	59	104	48		152	166	109	8	.	7	do.
			29 Total of Vernacular School	...		1912	952	132	2,996	2,880	2,382	10	...	83	
			Grand Total of Ambala Circle ...	...		2329	1091	142	3,562	3,376	2,77[illegible]	13	4	125	

Class for the year 1871-72.

14	15	16	17	18	19	20	21	22	23	24	25
Expenditure.					*No. of pupils instructed in*						
From public funds.	From one per cent. educational cess fund.	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nagri).	Hindi (Landa) Mahajni, &c.	Arabic.	Persian.	Sanskrit.
7,538	476 7 9	1,100 8 ...	9,114 15 9	770 9 ...	173	173	...	...	...	173	...
... ...	... ...	802 8 ...	802 8 ..	18	58	58	...	...	58	58	...
3,543 12 6	... ...	15 5 4	3,559 1 10	318 12 ...	96	96	...	...	...	96	...
2,994 14 5	123 12 1	... ...	3,118 10 6	111 13 ..	41	41	...	..	...	41	...
3,484 4 .	80 11 5	... ...	3,564 15 5	186 15 9	46	46	..	...	...	46	...
2,250 9 11	... ...	... .	2,250 9 11	105 7 ...	45	45	1	...	...	44	...
3,128 11 4	... ...	774 13 6	3,903 8 10	43 7 6	21	21	...	...	...	21	...
3,009 4 3	102 1 6	... .	3,111 5 9	124 . ..	38	38	...	...	...	38	...
4,232 7 11	94 3 ...	3	4,329 10 11	182 2 ...	48	48	...	...	...	48	..
30,182 .. 4	877 3 9	2,696 2 10	33,755 6 11	1,861 2 3	566	566	1	...	58	565	...
426 1 6	204 8 ...	219 6 ...	849 15 6	23 4 ...	10	63	...	...	...	29	...
465 7 8	6	17	488 7 3	46 4 ...	...	42	66	8	...	15	1
411 12 ...	51 10 8	50 7 6	513 14 2	35 8 ...	..	55	44	...	...	35	...
586 7 ...	53 2 ...	220 4 ...	859 13 ...	41 3 ...	19	51	25	...	...	19	...
111 6 9	110 12 8	54 12 4	276 15 9	5 12 ...	22	70	...	...	...	26	...
2001 2 6	426 1 4	561 13 10	2,989 1 8	151 15 ...	51	281	135	8	...	124	1
240	423 1 11	5 7 6	668 9 5	18 7 ...	...	137	..	57	...	61	...
240	276 13 ..	... ...	516 13 ...	7 6 ..	...	58	52	...	...	18	9
390	136 3 ...	205 4 ...	731 7 ...	5 11 ..	...	76	..	42	...	52	...
240	337 8 10	76	653 8 10	20 6 ...	...	93	...	64	...	64	...
240	118 8 11	6	364 8 11	3 9 ...	...	62	...	...	...	31	...
240	54 1 9	... .	294 1 9	3 12 ...	...	55	...	...	...	14	...
240	160 7 ...	2	402 7 ...	1 5 ...	...	64	...	35	...	44	...
240	153 13 10	... .	393 13 10	6 12 ...	...	65	...	...	..	44	...
2070	1,660 10 3	294 11 6	4,025 5 9	67 4 ...	...	610	52	198	...	328	9
756	572 6 9	402	1,730 6 9	28 1 ...	31	163	24	...	...	55	...
660	714 9 3	300	1,674 9 3	54 1 ...	41	169	39	37	...	98	...
324	128 4 4	... ...	452 4 4	3 2 ...	...	120	...	...	...	54	...
1740	1,415 4 4	702	3,857 4 4	85 4 ...	72	452	63	37	...	207	...
307 15 ...	... ...	12 10 3	320 9 3	17 8 ...	...	64	...	...	..	14	...
288	... ...	43 3 ...	331 3 ..	4 12 ...	...	76	...	..	...	17	...
300 13 3	.. ..	... ...	300 13 3	12 9 ...	...	54	...	...	...	38	...
321 2 6	... .	30	351 2 6	28 2 ...	...	75	...	...	...	27	...
... .	45 6 ...	... ...	45 6 ...	3 8 ...	..	43	..	...	...	23	...
1,217 14 9	45 6 ..	85 13 3	1,349 2 ..	66 7 ...	...	312	...	...	...	119	...
53	105	21	179	12 4 ...	...	70	35	.	...	42	...
17	83 15 ..	6 15 ...	107 14 ...	8 12 ...	...	46	17	...	...	20	...
70	188 15 ...	27 15 ..	286 14 ..	21	...	116	52	...	...	62	...
... .	71 12 ..	... 9 .	72 5 ..	... 9 ...	...	34	36	...	...	17	...
522	102 12 9	285 9 ...	910 5 9	10	22	63	24	...	...	38	...
467 3 6	176 2 10	188 13 ...	832 3 4	9 13 ...	15	48	102	...	...	29	...
300	28 2 6	11 11 ...	339 13 6	11 13 ...	...	81	46	..	...	48	.
1289 3 6	378 14 1	486 10 ...	2,154 11 7	32 3 ...	37	226	208	...	..	132	...
560	339	243	1,142	38 2 ...	22	54	47	20	...	46	...
964 12 ...	204	1,037 12 ...	2,206 8 ..	27 6 ...	34	100	52	...	2	34	...
9913 ... 9	4,658 3 ...	3,439 11 7	18,010 15 4	489 9 ...	216	2,151	609	263	2	1,032	10
40,095 1 1	5,535 6 9	6,135 14 5	51,766 6 3	2,350 11 3	782	2,717	610	263	60	1,597	10

Statement of the Government Schools of the Middl

1		2	3	4	5	6	7	8	9	10	11	12	13
District		Name of Institution	When established.	No of students on rolls at the close of the year.				Average number of pupils on the rolls monthly	Average daily attendance.	Average age.	Teachers.		Monthly rate of schooling fee.
				Hindus.	Muhammedans.	Others.	Total.				Christians	Others.	
		Lahore Circle.											
1	Lahore ..	Zila School, Middle Dept.		85	27	3	115	94	81	15	1	7	4 as to 2/8
2	Amritsar	Zila School, Middle Dept		134	83	26	243	182	160	14	1	10	3as to 1/
3	Gurdaspur ...	Zila School at Batala .		32	17	7	56	51	40	15	1	4	2 as to 2/
4	Hushyarpur ...	Zila School Middlle Dept. ..		85	17	5	107	80	65	13		5	4 as to 1/
5	Kangra ...	Zila School at Nurpur		29	17	1	47	37	26	17		4	2 as to 8/
6	Jallandhar ...	Zila School at Rahoon		44	13	5	62	59	47	13		5	2 to 4 as.
7	Gujranwala ..	Zila School at Gujranwala ..		40	18	1	59	45	34	17	1	3	2 to 3 as.
		Total	...	449	192	48	689	548	453	15	4	38	
1	Lahore ...	Kussoor Vernacular School ..		118	73	5	196	165	139	12	.	3	1 to 2 as.
2		Patti ditto		19	38	5	62	63	51	10		1	1 anna
3		Chuma ditto ...		78	12	16	106	100	82	9		1	1 to 2 as.
4		Sharakhur ditto ..		23	34	2	59	63	56	8		1	do.
		Total .	...	238	157	28	423	391	328	10		6	
1	Gujranwala ...	Jandiala Vernacular School ...		69	26		95	83	80	11		2	1 anna.
2		Pindi Bhotyan ditto ...		39	42	4	85	81	73	9		2	do.
3		Hafizabad ditto ..		130	7	6	143	137	113	10		3	1 to 2 as.
		Total .	...	238	75	10	323	301	266	10		7	
1	Amritsar ...	Majitha Vernacular School ...		58	18	16	92	100	75	9		2	1 anna
2		Butala ditto .		28	12	60	100	100	92	10	.	2	do.
3		Werowal ditto ..		43	36	24	103	97	79	12		2	do.
		Total .	...	129	66	100	295	297	246	10		6	
1	Gurdaspur ..	Dinanagar Vernacular School ..		159	120		279	244	202	10		7	1 anna.
2		Kalanaur ditto .		33	67	5	105	116	99	10		5	do
3		Dera Nanak ditto ..		64	12	6	82	79	66	14		4	do
4		Kanjrur ditto .		71	22	7	100	98	84	9		3	do.
5		Pathan Kote ditto .		43	44	10	97	97	78	10		4	do.
		Total ..	...	370	265	28	663	634	529	11		23	
1	Kangra ...	Sujanpur Vernacular School ..		146	12		158	155	119	12		3	1 anna
2		Jwala Mookhi ditto ..		64	5	.	69	71	54	9		2	do
3		Palampur ditto ...		60	4	.	64	57	37	14		4	do
4		Indaura ditto ..		63	27		90	90	78	10		2	do.
		Total ..		333	48	.	381	373	288	11		11	
1	Siyalkot ...	Daska Vernacular School ..		50	60	15	125	111	88	10		4	1 anna
2		Pasrur ditto ..		44	57	1	102	103	97	11		4	do
3		Zaffarwal ditto ...		124	72	1	197	188	159	10	...	6	do.
4		Nonar ditto ...		38	22		60	59	51	11		2	do.
5		Sankhatra ditto ..		50	22	3	75	74	67	11		2	do
6		Gota ditto ...		50	21	9	80	80	70	11	.	2	do.
7		Jamki ditto ...		51	23	6	80	80	72	10		3	do.
		Total ..	...	407	277	35	719	695	601	11	.	23	
1	Jalandhar ...	Kartarpur Vernacular School .		100	20	10	130	124	110	13		4	1 to 3 an.
2		Nawashahar ditto		104	10	1	115	116	104	12		4	1 anna
3		Bunga ditto ...		74	19	37	130	124	106	12		2	do
4		Nakodar ditto ...		59	26	3	88	81	75	13		4	1 to 2 as.
5		Phillour ditto ..		39	39	7	85	83	74	10		2	1 anna
		Total ..	...	376	114	58	548	528	469	12		16	
1	Hushyarpur ...	Hariana Vernacular School .		72	23	3	98	109	86	12		4	1 to 2 as.
2		Doosooha ditto .		53	49	7	109	109	94	12		3	do.
3		Gurhshankar ditto ..		51	88	6	145	125	119	11		2	do.
4		Onah ditto		85	11	8	104	98	88	11		3	do.
5		Ormoran ditto ...		50	48		98	83	73	9	.	2	do.
6		Tanda ditto ..		61	50	6	117	105	88	10	.	2	do.
7		Naronangal ditto ...		25	23	1	49	51	50	9		1	do.
		Total .	...	397	292	31	720	674	598	10		17	
38	.	Total of Vernacular Schools	...	2488	1294	290	4,072	3,893	3,328	11		109	
		Grand Total of Lahore Circle ...	...	2937	1486	338	4,761	4,441	3,781	13	4	147	

Class for the year 1871-72.

14			15			16			17			18			19	20	21	22	23	24	25
Expenditure.															*No. of pupils instructed in*						
From public funds.			From one per cent. educational cess fund.			Other sources.			Total.			Amount collected in fees.			English.	Urdu.	Hindi-(Nagri).	Hindi (Landa) Mahajni, &c.	Arabic.	Persian.	Sanskrit.
5,684	13	4	356	5	4	...	...	...	6,041	2	8	626	15	..	115	115	...	..	50	115	65
4,665	13	4	434	6	...	...	...	...	5,100	3	4	757	12	6	243	243	...	..	...	243	...
3,172	10	2	261		...	...	...	...	3,433	10	2	94	14	...	56	56	...	...	...	56	...
6,126	6	6	333	1	9	...	...	...	6,459	8	3	301	5	..	107	107	..	...	11	107	43
2,305	4	10	24	5	4	...	...	...	2,329	10	2	87	7	9	47	47	...	...	...	47	...
3,491	5	4	275	14	3	89	13	6	3,857	1	1	145	1	6	62	62	...	...	...	62	...
3,718	10	3	259	13	5	78	8	5	4,057	...	1	188	1	9	59	59	...	...	...	59	..
29,164	15	9	1,944	14	1	168	5	11	31,278	3	9	2,201	9	6	689	689	...	...	61	689	108
500	...	...	120	...	...	481	...	...	1,101	...	...	21	7	...	18	106	14	49	...	40	28
213	...	...	120	...	...	...	13	...	333	13	..	12	5	...	...	62	...	...	...	37	...
357	8	...	120	...	...	180	13	...	658	5	...	1	...	...	...	106	...	...	...	45	...
208	8	...	120	...	...	...	.	...	328	8	...	3	4	...	..	59	...	...	...	26	...
1279	..	..	480	..	...	662	10	...	2,421	10	...	38	..	...	18	333	14	49	...	148	28
...	...	...	69	12	..	...	...	...	69	12	...	5	1	...	...	95	...	...	...	28	...
..	...	...	63	12	...	...	..	...	63	12	...	6	15	..	...	85	..	...	...	28	...
286	...	...	98	8	...	15	...	...	399	8	...	36	14	..	28	143	...	...	...	49	...
286	...	...	232	...	...	15	...	...	533	..	...	48	14	...	28	323	...	...	...	105	...
260	...	...	120	...	...	...	...	...	380	...	...	42	...	..	...	92	...	...	...	30	...
240	..	...	50	...	...	50	...	...	340	..	..	21	4	..	...	100	...	...	..	49	...
255	...	...	132	8	8	...	...	..	387	8	8	24	...	...	...	103	...	...	...	55	...
755	...	..	302	8	8	50	...	...	1,107	8	8	87	4	...	...	295	...	...	...	134	...
527	...	...	194	4	...	429	...	...	1,150	4	...	88	11	...	...	279	...	81	15	84	19
509	...	...	332	8	..	212	12	..	1,054	4	...	39	3	...	...	105	..	...	19	69	12
420	..	...	244	...	..	180	...	..	844	...	...	20	4	...	...	82	...	...	11	47	9
240	...	..	227	8	.	...	..	...	467	8	...	22	4	..	...	100	...	...	...	52	...
36	...	...	101	4	...	103	4	...	240	8	...	3	12	..	22	97	...	...	22	42	...
1,732	...	...	1,099	8	...	925	..	...	3,756	8	..	174	2	...	22	663	...	81	67	294	40
419	10	3	88	...	..	121	...	...	628	10	3	5	6	..	...	109	56	..	..	45	12
408	...	...	165	...	..	...	...	...	573	.	..	5	11	...	...	43	29	...	...	23	...
127	6	8	63	...	..	127	6	8	317	13	4	19	2	...	39	64	..	...	...	49	...
...	..	...	91	8	...	...	...	...	91	8	...	1	2	...	...	90	90	...	...	31	...
955	...	11	407	8	..	248	6	8	1,610	15	7	31	5	...	39	806	175	...	...	148	12
428	...	..	171	8	...	365	11	10	965	3	10	24	...	...	34	125	...	...	...	57	...
463	...	...	91	...	..	254	8	..	808	8	..	24	.	...	31	102	..	...	...	43	...
719	..	...	218	...	..	394	7	6	1,331	7	6	41	1	..	32	197	...	...	...	72	...
127	..	...	77	...	..	38	12	.	242	12	...	18	...	...	...	60	...	...	...	30	...
240	...	...	88	14	...	47	13	...	376	11	..	30	6	...	...	75	...	...	...	41	...
215	...	...	48	...	...	45	12	...	308	12	...	15	3	...	...	80	...	.	...	41	...
45	...	...	81	...	...	73	.	...	199	..	..	6	..	...	27	80	...	...	..	36	...
2,237	...	...	775	6	..	1,220	...	4	4,232	6	4	158	10	...	124	719	...	...	...	320	..
398	...	...	220	12	...	322	...	...	940	12	...	117	3	..	28	130	..	...	...	82	...
168	...	...	420	...	...	230	...	...	818	..	...	45	15	...	37	80	35	...	...	52	15
203	...	...	175	10	...	102	...	...	480	11	..	51	4	..	...	130	...	...	...	54	...
302	...	...	258	12	...	282	...	..	842	12	..	52	2	...	16	88	...	...	...	70	.
198	...	...	150	12	...	111	...	...	459	12	...	39	8	...	...	85	...	...	...	54	..
1,269	...	...	1,225	14	...	1,047	...	...	3,541	14	..	306	...	...	81	513	35	...	..	312	15
547	...	...	110	9	3	192	...	...	849	9	3	88	3	...	31	98	...	...	...	69	...
...	...	...	468	12	..	...	...	...	468	12	..	62	12	...	...	109	...	...	...	53	...
348	...	...	60	12	..	...	...	...	408	12	..	41	3	...	...	145	...	...	...	76	...
240	...	...	275	...	9	...	...	..	515	...	9	83	13	...	..	74	30	...	...	45	...
...	...	.	420	12	...	...	...	..	420	12	...	36	4	...	...	98	...	...	...	40	...
...	...	...	421	14	...	...	...	...	421	14	..	69	5	...	...	117	...	...	4	66	...
...	...	...	242	4	...	...	...	...	242	4	..	22	6	...	...	49	...	...	...	20	...
1,135	..	...	2,000	...	...	192	...	...	3,327	...	...	403	14	...	31	690	30	...	4	369	...
9,648	...	11	6,522	12	8	4,316	1	..	20,530	14	7	1,248	1	...	843	3,842	254	130	71	1,830	95
38,813	...	8	8,467	10	9	4,528	6	11	51,809	2	4	3,449	10	6	1,032	4,531	254	130	132	2,519	203

Statement of the Government Schools of the Middle

1		2	3	4	5	6	7	8	9	10	11	12	13
District.		Name of Institution	When established.	No. of students on rolls at the close of the year.				Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers.		Monthly rate of schooling fee.
				Hindus.	Muhammedans.	Others.	Total.				Christians.	Others.	
		Rawal Pindi Circle.											
1	Gujrat ...	Gujrat Zila School ...		57	32	13	102	72	61	14	1	4	1 a. to 1/
2	Jehlam ...	Jehlam Zila School ...		37	23	...	60	48	44	14	1	3	1 a. to 1/8
3	Kohat ...	Kohat Zila School ...		15	11	4	30	24	18	13	...	2	1 a. to 1/
4	Hazara ...	Abbottabad Zila School ...		9	4	...	13	18	15	14	...	1	1 to 4 as.
		Total...	...	118	70	17	205	162	138	14	2	10	
1	Rawal Pindi ...	Pindi Ghob Vernacular School ...		82	47	5	134	136	115	11	...	2	1 anna.
2		Kallar do. do. ...		41	79	36	156	147	100	13	...	3	do.
		Total ..	...	123	126	41	290	283	215	12	...	5	
1	Gujrat ...	Kunjah Vernacular School ...		33	33	11	77	73	64	13	..	2	1 anna.
2		Dingah do. ...		82	7	12	101	95	79	12	...	2	do.
		Total ...	...	115	40	23	178	168	143	13	...	4	
1	Jehlam ...	Rohtas Vernacular School ..		24	81	...	105	104	89	11	...	2	1 anna.
2		Chakkuwal do. ...		59	28	17	104	96	87	10	...	1	do.
		Total ...	...	83	109	17	209	200	176	11	...	3	
6	...	Total of Vernacular Schools ..	..	321	275	81	677	651	534	12	...	12	
		Grand Total of Rawul Pindi Circle	...	439	345	98	882	813	672	13	2	22	
		Multan Circle.											
1	Multan ...	Multan Zila school ...		54	17	1	72	64	47	16	1	4	1-6 to 6 as
2	Dera Ghazi Khan ...	Dehra G. Khan Zila school ...		57	14	...	71	66	56	12	...	5	1 a. to 1/
3	Jhang ...	Jhang Zila school ...		48	10	...	58	41	38	14	...	4	2 as to 1/
4	Shahpur ...	Bhera Zila school ...		37	3	1	41	35	26	13	...	4	1 to 6 as.
		Total ...	...	196	44	2	242	206	167	14	1	17	
1	Multan ...	Bahadarpur Vernacular School ...		15	50	...	65	65	50	11	...	2	1 anna
1	Muzuffargarh ...	Muzaffargarh Vernacular School...		81	48	..	129	122	99	10	1	4	¼ to 4 as.
2		Kot Uddu do. do. ...		104	16	..	120	107	84	9	...	4	6 pies.
		Total ...	...	185	64	..	249	229	183	10	1	8	
1	Montgomery ...	Kot Kamalia Vernacular School...		117	3	2	122	117	103	10	..	3	1 anna
2		Sayadwala do. do. ..		73	8	10	91	88	74	9	...	2	do.
3		Montgomery do. do. ...		33	10	9	52	50	45	11	...	3	do.
		Total ...	...	223	21	21	265	255	222	10	...	8	
6	..	Total of Vernacular Schools ..	...	423	135	21	579	549	461	10	1	18	
		Grand Total of Multan Circle...	...	619	179	23	821	755	628	12	2	35	

ABS

8	...	Ambala Circle Zilla Schools ...		417	81	10	508	438	351	15	3	37	
7	...	Lahore do. do. ..		449	192	48	689	548	453	15	4	37	
4	...	Rawal Pindi do. do. ..		118	70	17	205	162	138	14	2	10	
4	...	Multan do, do. ...		196	44	2	242	206	167	14	1	17	
23	...	Total of Zila Schools of 4 Circles.	...	1180	387	77	1,644	1,354	1,109	15	10	101	
1	..	Anglo Arabic School Ambala Circle.	...	...	58	...	58	58	42	15	1	5	
29	...	Ambala Circle Ver. middle schools		1912	952	132	2,996	2,880	2,382	10	...	83	
38	...	Lahore do do. ...		2488	1294	290	4,072	3,893	3,328	11	...	109	
6	...	Rawal Pindi do. do, ...		321	275	81	677	651	534	12	...	12	
6	...	Multan do, do. ...		423	135	21	579	549	461	10	1	18	
79	...	Total of Ver. Middle Schools of 4 Circles	...	5144	2656	524	8,324	7,973	6,705	11	1	222	
103	...	Grand Total ...	...	6324	3101	601	10,026	9,385	7,856	14	12	328	

Class for the year 1871-72.

14	15	16	17	18	19	20	21	22	23	24	25
Expenditure.					*No. of pupils instructed in*						
From public funds.	From one per cent. educational cess fund	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nagri).	Hindi (Landa) Mahajni, &c.	Arabic.	Persian.	Sanskrit.
3,691 6 0	177 9 9	..	3,869 3	225 10	102	102		..	...	102	...
1,845 12 8	117 8	48	2,111 4 8	253 5	60	60	.	...	..	60	.
1,316 14	12	225 8	1,554 6	35 12	30	30	.	...	...	30	...
706 8	...	. .	706 8	20 7	13	13	.		...	13	...
7,660 1 10	307 1 9	273 8	8,240 11 7	538 2	205	205		...	..	205	...
300	264 14	4	568 14	14 2	..	134	..	...	.	45	...
180 ..	207 7 2	3	390 7 2	13 8	..	156	...	...	...	57	...
480 . ..	472 5 2	7 .	959 5 2	27 10	..	290	...	...	..	102	...
252 ..	150	.	402 ...	24		77		..	...	54	...
252	132	..	384	33 14	..	101	...	...	..	73	...
504	282	..	... ..	786	57 14			178	.		127	
414 ...	53	2 .	469	6 7	...	105	..	...	.	52	...
246 ..	223 7 6	...	469 7 6	22 15	.	104		..	...	42	..
660 .	276 7 6	2 .	938 7 6	29 6	..	209	...	...	..	94	...
1,644	1,030 12 8	9	2,683 12 8	114 14	.	677	.		.	323	
9,304 1 10	1,337 14 5	282 8	10,924 8 3	650 ..	205	882		...	...	528	...
3,599 6 7	678 2	...	4,277 6 9	181 12	72	72	...	...	...	72	...
4,162 2 10	4	37 8	4,203 10 10	144 11 9	71	71	...	...	...	71	...
3,292 9	.	78	3,370 9	56 15 9	58	40		...	...	46	12
2,508 7 9		.	2,508 7 9	57 5 3	41	39	2	..	...	39	2
13,562 1 11	682 2	115 8	1,4359 10 1	440 13 3	242	228	2			228	14
240 . ..	85 8	... ...	325 8	6 12	...	65	...	..	...	51	..
531 6 ..	350 10 7	257	1 139 7	82	26	98	28	.. .		49	2
336 14 9	258 10 10	..	595 9 7	3	.	78	8	21	...	28	3
868 4 9	609 5 5	257	1,734 10 2	85	26	176	36	21		77	
420		... . .	420 .	16 5	...	122	...	...	...	26	..
240 . .	120	.	360	14 9		91	.	...	...	32	.
90	79	99	268	3 2	26	33		...	...	33	...
750 ..	199	99	1,048	34	26	246	..	...	..	91	...
1,858 4 9	893 13 5	356	3,108 2 2	125 12	52	487	36	21	...	219	5
15,420 6 8	1,575 13 7	471 8	1,7467 12 3	576 9 3	294	715	38	21	...	447	19

TRACT.

30,182 4	877 3 9	1,893 10 10	32,952 14 11	1,843 2 3	508	508	1	..		507	..
29,164 15 9	1,944 14 1	168 5 11	31,278 3 9	2,201 9 6	689	689	.		61	689	108
7,660 1 10	307 1 9	273 8	8,240 11 7	535 2	205	205				205	..
13,562 1 11	682 2	115 8	14,359 10 1	440 13 3	242	228	2			228	14
80,569 3 10	3,811 3 9	2,451 9	86,831 8 4	5,020 11	1,044	1,630	3		61	1,629	122
		802 8	802 8	18	58	58		.	58	58	...
9,913 . 9	4,658 3	3,439 11 7	18,010 15 4	489 9	216	2,151	609	263	2	1,032	10
9,648 11	6,522 12 8	4,360 1	20,530 14 7	1,248 1	343	3,842	254	180	71	1,830	95
1,644 .	1,030 12 8	9	2,683 12 8	114 14		677	.		.	323	...
1,858 4 9	893 13 5	356	3,108 2 2	125 12	52	487	36	21	..	219	5
23,063 6 5	13,105 9 9	8,164 12 7	44,333 12 9	1,978 4	611	7,157	899	414	73	3,404	110
1,03,632 10 3	16 916 13 6	11,418 5 4	1,31,976 16 1	7,016 15	2,313	8,845	902	414	192	5,091	232

Statement of Government Schools

	1	2	3	4	5	6	7	8	9	10	11	12
	District.	No. of schools.	When established.	No. of students on rolls at close of year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	Average.	Teachers.	
				Hindus.	Muhammedans.	Others.	Total.				Christians.	Others.
	Ambala Circle.											
1	Simla Zila School, Lower Department	1		24	13	...	37	46	33	13	...	1
2	Dehli Anglo-Arabic School, Lower Department ...	1		...	144	..	144	144	131	15	...	5
	Total ...	2	...	24	157	...	181	190	164	14	...	6
1	Ambala	65		1,731	990	237	2,958	2,851	2,325	10	...	85
2	Ludhiana	46		4,11	333	206	950	1,034	908	10	...	46
3	Simla	3		95	16	1	112	129	88	11	...	3
4	Dehli	33		831	119	...	950	1,054	839	11	...	36
5	Karnal	49		631	371	17	1,019	969	771	11	...	49
6	Gurgaon	45		1,143	241	...	1,384	1,362	1,068	11	...	47
7	Hissar	15		432	137	5	574	541	447	13	...	22
8	Rohtak	30		754	193	...	947	1,020	761	11	...	32
9	Sirsa	10		385	148	27	560	502	371	8	..	15
	Total ...	296	...	6,413	2,548	493	9,454	9,462	7,578	11	...	335
	Lahore Circle.											
1	Lahore	35		599	636	215	1,450	1,370	1,142	10	...	36
2	Gujranwala	43		1,132	602	186	1,920	1,826	1,539	11	...	47
3	Firozpur	30		344	392	213	949	965	790	11	...	30
4	Amritsar	54		911	837	584	2,332	2,260	1,913	10	...	60
5	Gurdaspore	85		1,715	1,783	337	3,835	3,724	2,722	9	...	97
6	Siyalkot	69		1,205	1,561	370	3,136	3,182	2,663	10	...	73
7	Jalandhar	52		1 175	815	222	2,212	2,178	19,20	10	...	54
8	Hushyarpur...	71		2,047	789	145	2,981	2,921	2,629	10	...	76
9	Kangra	39		1,484	114	1	1,599	1,655	1,230	11	...	42
	Total ...	478	...	10,612	7,529	2,273	20,414	20,081	16,548	10	...	515
	Rawul Pindi Circle.											
1	Abottabad Zila School Lower Department ...	1	..	40	17	...	57	35	26	10	...	1
1	Rawul Pindi	39		954	1,237	362	2,553	2,322	1,815	10	...	45
2	Jehlum	37		1,213	1,089	212	2,514	2,371	2,075	10	...	48
3	Gujrat	37		897	1,394	273	2,564	2,554	2,178	10	..	37
4	Dera Ismail Khan	14		524	318	5	847	888	681	10	...	22
5	Banu	16		326	257	6	589	550	437	9	...	18
6	Peshawar	24		69	496	18	583	605	479	10	...	27
7	Kohat	4		24	61	7	92	95	85	12	..	4
8	Hazara .. .	2		27	34	6	67	72	61	12	...	2
	Total ...	173	...	4,034	4,886	889	9,809	9,457	7,811	10	...	203
	Multan Circle.											
1	Multan	32		640	846	4	1,490	1,290	975	9	.	38
2	Muzaffargarh	19		303	273	3	579	561	459	9	...	23
3	Montgomery	13		261	194	76	531	596	500	9	...	13
4	Jhang	18		437	390	28	855	759	644	9		23
5	Shahpur	28		757	447	93	1,297	1,235	1,019	10	...	37
	Total ...	110	...	2,398	2,150	204	4,752	4,441	3,597	9	...	134
1	Total of Lower Departments of Zila Schools	3		64	174	...	238	225	190	12	...	7
2	Total of Primary Schools ...	1,057	...	23,457	17,113	3,859	44,429	43,441	35,534	10	...	1,187
	Grand Total ..	1,060	...	23 521	17,287	3,859	44,667	43,666	35,724	11	...	1,194
	Add Jail Schools	27	...	1,154	2,675	595	4,424	4,406	3,887	26	..	27
	Grand Total of Lower Class Schools, ...	1,087	...	24,675	19,962	4,454	49,091	48,072	39,611	18	...	1,221

of the Lower Class for the year 1871-72.

13	14			15			16			17			18			19	20	21	22	23	24	25
Monthly rate of schooling fee.	*Expenditure.*												Amount collected in fees.			*No. of pupils instructed in*						
	From public funds.			From one per cent. educational fund.			Other sources.			Total.						English.	Urdu.	Hindi (Nagri.)	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanscrit.
1 an. to. 1 r.	240	...	.	...	...	..	..	.	...	240	.	...	115	12	9	...	37	...	...	...	22	..
1 an. to 8 as.	...	.	..	...	...	...	336	8	...	336	8	..	27	4	.	...	144	...	...	..	49	...
...	240	...	...	...	...		336	8	...	576	8	...	143	...	9	...	181	...	...	...	71	...
1 anna.	...			8,798	15	4	598	6	8	9,397	6	.	58	2	.	...	2,196	151	458	...	801	1
Do.	329	11	...	7,169	5	11	24	...	...	7,513	...	11	257	10	...	...	950	...	..	..	401	...
Nil.	642	.	...	...	..	...	57	...	...	699	...	...	...	...	...	...	50	67	...	.	26	..
1 anna.	516	8	6	5,009	...	.	375	8	...	5,901	..	6	111	11	...	2	407	579	84	...	155	12
Do.	..	.		4,873	13	9	...	...	...	4,873	13	9	14	.	...	...	789	230	...	..	236	...
1 to 2 as.	318	5	3	7,367	8	2	272	13	6	7,958	10	11	472	5	9	...	717	659	4	..	256	...
1 anna.	495	12	9	3,077	7	7	300		.	3,873	4	4	37	7	..	19	168	302	54	.	71	...
Do.	...	...	.	3,960	11	1	39	9	.	4,000	4	1	50	4	6	3	454	385	96	...	167	.
Do.	99	12	—	1,176	.	.	661	1	...	1,936	13	...	27	9	.	20	225	274	206	4	22	...
...	2,402	1	6	41,432	13	10	2,328	6	2	46,163	5	6	1,029	1	3	44	5,956	2,647	902	4	2,135	13
1 anna.	229	...	...	4,975	14	4	283	9	..	5,488	7	4	34	10	6	9	1,400	...	50	...	434	..
Do.	892	...	...	4,584	10	5	260	2	5	5,736	12	10	349	13	11	30	1,920	...	63		472	20
Do.	165	10	...	3,740	8	1	95	15	4	4,002	1	5	41	15	.	...	949	...	...	...	382	...
Do.	691	7	6	7,661	12	10	750	12	...	9,104	...	4	355	...	...	56	2,332	...	...	...	423	..
Do.	3,042			8,859	11		459	13		12,361	8	...	564	3	...	...	3,835	28	37	2	1,335	84
Do.	453	12	...	8,713	.	9	683	12	11	9,850	9	8	527	2	..	...	3,136	...	...	.	1,152	...
Do.	18	...	..	7,399	10	8	60			7,477	10	8	538	6	...	...	2,183	20	9	...	932	..
1 to 2 as.	22			9,056	15	9	217	13	...	9,296	12	9	498	8	...	...	2,682	299	...	...	1,026	...
1 anna.	688	3	11	5,041	11	5	741	8	2	6,471	7	6	38	6	...	..	1,160	659	..	...	325	..
...	6,202	1	5	60,033	15	3	3,553	5	10	69,789	6	6	2,948		5	95	19 597	1,006	159	2	6,481	104
1 to 4 as.	300	...	..	.		...	...	...	..	300			24	14	...	19	57	...	...		19	...
1 anna.	118	...	9	5,283	...	.	72	1	2	5,473	1	11	66	11	...	...	2,553	...	...	...	792	..
Do.	882	...		5,056	15	2	532	6	3	6,471	5	5	253	13	..	48	2,325	50	60	...	951	..
Do.	1,004	4	11	4,545	7	3	2	...		5,551	12	2	179	4	..	...	2,534	...	30	.	1,323	...
Nil.	43		...	3,612		.	..	...		3,655	...	.	...		...	...	626	...	248		166	
Do.	42	..	...	3,442		4	...	..	...	3,484	.	4	...	...	...	...	536	33	7	...	49	61
Do.	62		...	4,178	10	6	.	...	...	4,240	10	6	...	...	...	...	583	15	...	.	194	...
Do.	25	...	...	564	12	...	...		.	587	12	...	.	...	...	...	92	...	...	...	42	..
Do.	474	8	..	...	...	...		...	...	474	8		...	...	...	...	67	...	..	.	29	..
..	2,648	13	8	26,682	13	3	606	7	5	29,938	2	4	499	12	...	48	9,136	98	345	...	3,546	61
1 anna.	119	2	9	4,393	12	7	...	...	...	4,512	15	4	36	6	6	...	1,473	..	17		402	...
6 pies.	54	8	6	2,684	..	...	...	...	...	2,738	8	6	11	9	...	...	579	...	...	.	145	.
1 anna.	270	...	...	2,015	6	3	374		...	2,659	6	3	40	2	6	...	531	...	...	.	127	...
Do.	459	9	9	21,85	10	5	389	13	10	3,035	2	...	18	9	.	...	855	5	49		285	.
6 pies to 2 as.	639	1		3,387	11	2	2,131	12		6,158	8	2	25	5	...	83	1,051	104	153	.	391	26
...	1,542	6		14,666	8	5	2,895	9	10	19,104	8	3	132	...	...	83	4,489	109	219		1,350	26
...	540			...	...	...	326	8		876	8	...	167	14	9	19	238	..	..	.	90	...
...	12,795	6	7	1,42,816	2	9	9,383	13	3	1,64,995	6	7	4,608	13	8	270	39,358	3,860	1,625	6	13,512	204
	13,335	6	7	1,42,816	2	9	9,720	5	3	1,65,871	14	7	4,776	12	5	289	39,596	3,860	1,625	4	13,602	204
...	..	.	.	...		.	5,932	11	3	5,932	11	3	..	.	.	34	4,073	274	32	.	236	...
...	13,335	6	7	1,42,816	2	9	15,653	...	6	1,71,804	9	10	4,776	12	5	323	43,669	4,134	1,657	6	13,838	204

Statement of Government Female Schools of the

	1	2	3	4	5	6	7	8	9	10	11	12
	DISTRICT.	No. of institutions.	When established.	No. of students on rolls at close of year. Hindus.	Mahomedans.	Others.	Total.	Average No. of pupils on rolls monthly.	Average daily attendance.	Average.	Teachers. Christians.	Others.
	Ambala Circle.											
1	Ambala ...	9		..	203	.	203	237	202	9	..	9
2	Ludiana ...	2		...	33	...	33	29	26	12	...	3
3	Delhi ...	9		48	116	..	164	160	121	9	...	9
4	Karnal ...	10		50	67	..	117	131	104	8	.	10
5	Gurgaon ...	9		134	51	...	185	185	150	9	...	9
6	Rohtuck ..	1		2	14	..	16	11	10	8	...	1
7	Sirsa ...	4		26	107	..	133	119	80	8	..	4
	Total ..	44		260	591	..	851	872	693	9	...	45
	Lahore Circle.											
1	Lahore ...	5		20	102	...	122	127	109	9	..	5
2	Ferozpur ..	5		...	131	..	131	124	104	12	..	5
3	Amritsar ...	1		..	20	..	20	17	16	11	...	1
4	Gurdaspur	4		..	120	...	120	144	121	9	..	4
5	Jalandhar ...	49		..	1,313	...	1,313	1,291	1,162	10	..	49
6	Kangra ...	4		100	...	...	100	105	87	10	.	4
	Total ...	68		120	1,686	...	1,806	1,808	1,599	10	.	68
	Rawal Pindi Circle.											
1	Jehlam ..	1		...	48	..	48	48	39	8	..	1
	Multan Circle.											
1	Montgomery ..	6		49	29	24	102	124	95	8	.	6
2	Jhang ..	6		67	105	5	177	178	147	9	..	6
	Total ...	12		116	134	29	279	302	242	9	..	12
	Grand Total ...	125	...	496	2,459	29	2,984	3,030	2,573	9		126

Lower Class in the Panjab for the year 1871-72.

13	14			15			16			17			18			19	20	21	22	23	24	25
Monthly rate of schooling fee.	*Expenditure.*												Amount collected in fees.			*No. of pupils instructed in.*						
	From public funds.			From one per cent. educational cess fund.			Other sources.			Total.						English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanscrit.
..	154	13	5	444	...	...	125	3	7	724	1	...	...	...	...	...	203	...	...	41	29	...
...	156	8	.	11	6	..	..	...	...	167	14	...	...	...	.	...	33	..	..	..	6	...
..	1,348	4		299	7	8	171	8	...	1,819	3	8	..	...	...	...	118	46	...	...	9	...
..	...	.		553		...	...	.	..	553	...	...	...	..		...	91	24	...	...	2	...
..	37	8		914	12	6	...	..	.	952	4	6	18	1	...	...	54	134	..	..	..	...
..	...			43	12	9	...	.	...	43	12	9	..	..	...	..	16	...	...	...	...	...
..	.	.		120	...		224	1	...	344	1	..	..	...	...	...	107	...	26	...	...	...
..	1,697	1	5	2,386	6	11	520	12	7	4,604	4	11	18	1		..	622	204	26	41	46	...
..	315	1	6	194	...		58	8	...	567	9	6	...		...	...	102	20	...	...	3	...
..	..	.	...	341	9	...	2	3	.	343	12	..	...	.	...	...	131	...	...	...	14	...
..	...	.		72	...	...	...	...	...	72	.	...	...	...	..	...	20	..	...	20	...	...
..	...	.	...	277	1	...	36	3		313	4	...	...	...	.	..	120	...	...	...	8	...
.	3,870	..	.	1,828	9	9	455	3	6	6,153	13	3	...	...	...	5	1,122	.	...	260	191	...
..	.	..		300	6	...	30	10	...	331	.	...	...	...	...	.	...	100	...	...	...	...
.	4,185	1	6	3,013	9	9	582	11	6	7,781	6	9	..		...	5	1,495	120	...	280	216	...
..	96			...	...	...	...	...		96	...	.	...	.	..	...	48	...	...	48	4	...
..	.	.	..	447	...	6	...	.		447	...	6	...	...	.	...	14	...	73	23	...	...
...	133			183	12	..	230	2	...	546	14	...	..	...	.	..	53	..	72	96	7	...
...	133			630	12	6	230	2	...	993	14	6	...	.	...	...	67		145	119	7	...
.	6,111	2	11	6,030	13	2	1,333	10	1	13,475	10	2	18	1	...	5	2,232	324	171	488	273	...

Statement of Government Jail Schools

	1	2	3	4	5	6	7	8	9	10	11
	District.	When established.	No. of students on rolls at close of year.				Average No. of pupils on rolls monthly.	Average daily attendance.	Average age.	Teachers.	
			Hindus.	Mahomedans.	Others.	Total.				Christians.	Others.
	Ambala Circle.										
1	Ambala ...		106	88	22	216	251	221	27		1
2	Do. Rupar ...		10	76	7	93	57	51	29	..	1
3	Ludiana ...		26	10	.	36	36	26	25	...	1
4	Delhi ...		35	37	..	72	69	47	27	.	1
5	Karnal ...		41	15	1	57	53	40	24	...	1
6	Hissar ...		36	19	..	55	49	40	25	..	1
7	Rohtuck ..		66	14	..	80	90	75	27		1
8	Sirsa ..		30	37	12	79	95	95	28		1
	Total	...	350	296	42	688	700	595	27		8
	Lahore Circle.										
1	Central Jail ..		299	551	311	1,161	1,191	1,173	30	..	1
2	Thuggi Jail ..		..	..	28	28	28	21	11	...	...
3	Female Jail ..		19	36	5	60	65	56	28	..	1
4	Gujranwala ...		36	76	7	119	122	104	25		1
5	Firozpur ..		96	94	97	287	261	254	35	..	1
6	Amritsar ..		129	114	12	255	276	242	26	..	1
7	Gurdaspur ..		34	41	13	88	97	76	20		2
8	Siyalkot ...		15	51	5	71	64	54	23	.	1
9	Jalandhar ...		32	33	31	96	112	107	31	..	1
10	Kangra ..		40	10	2	52	49	43	24		1
	Total ..	...	700	1,006	511	2,217	2,265	2,130	25		10
	Rawal Pindi Circle.										
1	Rawal Pindi ..		42	514	22	578	443	384	26	.	1
2	Gujrat ...		2	38	4	44	87	75	26	..	1
3	Jehlam ...		9	89	4	102	111	98	24	..	1
4	Dera Ismail Khan ...		10	52	...	62	56	49	25	..	1
5	Peshawar ...		7	54		61	52	38	23		1
	Total ...	...	70	747	30	847	749	644	25		5
	Multan Circle.										
1	Multan ...		22	429	4	455	449	341	30		1
2	Montgomery ..		2	45	7	54	60	50	25	..	1
3	Jhang ..		6	88	1	95	94	64	28	..	1
4	Shahpur ...		4	64	..	68	89	63	27		1
	Total	...	34	626	12	672	692	518	27		4
27	Grand Total	...	1,154	2,675	595	4,424	4,406	3,887	26		27

(Lower Class) in the Panjab for the year 1871-72.

12	13	14	15	16	17	18	19	20	21	22	23	24
	Expenditure.					*No. of pupils instructed in.*						
Monthly rate of schooling fee.	From public funds.	From one per cent. educational cess fund	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahajani.	Arabic.	Persian.	Sanscrit.
..	...	...	300	300	...	...	94	122	...	...	7	...
...	...	..	180	180	..	...	92	1	..	..	2	...
..	...	.	182 12	182 12	...	...	36	...	..	...	...	...
..	...	..	180	180	...	...	72	...	...	..	6	...
..	...	...	132	132	...	...	47	10	.	...	.	...
..	...	...	120	120	...	..	55	..	..	...	...	...
..	...	...	189	189	.	...	15	65	...	..	...	...
.		...	240	240	..	..	41	38	...	...	...	...
...	...	...	1,523 12	1,523 12	...	.	452	236	.	...	15	...
...	...	..	480	480	...	31	1,083	.	32	...	15	...
...	..	...	12	12	...	...	28	...	...	...	3	...
..	...	.	180	180	...	.	60	...	...	...	...	...
...	..	..	240	240	...		119	...	...	...	...	...
..	..	...	243	243	...	.	287	...	..	...	7	...
..	...	...	300 4	300 4	...	...	255	..	...	...	2	...
..	...	..	345	345	...	1	88	..	.	...	13	...
..	..	...	240	240	...	.	71	.	..	...	8	...
..	.	...	180	180	..	...	96	..	..	..	11	...
..	...	...	120	120	...	2	15	38	...	.	5	...
...	...	...	2,340 4	2,340 4	...	34	2,102	38	32	...	64	...
..	...	...	300	300	...	...	578	...	...	...	28	...
..	...	..	180	180	...	...	44	...	...	..	...	...
...	..	...	180	180	...	..	102	...	...	...	4	...
...	...	..	264 3 3	264 3 3	...	.	62	...	..	..	17	...
..	..	...	240	240	...	...	61	..	...	.	3	...
...		...	1,164 3 3	1,164 3 3	..	...	847	...	...	...	52	...
..	.	...	304 8	304 8	...	...	455		..	...	92	...
...	...	...	240	240	...	..	54	...	..	..	...	...
...	..	...	180	180	...	...	95	...	...	..	5	...
...	...	...	180	180	...	...	68	..	..	...	8	...
...	..	...	904 8	904 8	...	...	672	...	...	...	105	...
...	.	...	5,932 11 3	5,932 11 3	...	34	4,073	274	32	..	236	...

Statement of Grant-in-aid European, East Indian, or

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					*No. of pupils on rolls at the close of the year.*					
Name of Institution.		General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.
	Ambala Circle.											
Higher Class ...	Bishop Cotton School, Simla...	...	...	...	1	1	...	...	110	110	101	101
Middle Class ...	Punjab Girls' School, Simla ...	...	...	...	1	1	...	...	49	49	48	48
	Total...	...	...	...	2	2	...	...	159	159	149	149
	Lahore Circle.											
Middle Class ...	High School, Lahore ...	...	...	..	1	1	...	...	30	30	24	19
Lower Class. ...	Annarkully Girls' School ...	...	...	...	1	1	...	...	41	41	33	30
Lower Class ...	American Presbyterian Mission Girls' School ...	...	...	...	1	1	...	...	28	28	31	21
	Total...	...	...	...	3	3	...	...	99	99	88	70
	Rawal Pindi Circle.											
Middle Class ...	Sir Henry Lawrence Memorial Asylum, Murree ...	...	...	...	1	1	...	...	124	124	127	126
Do. ...	Murree cum Rawal Pindi School ...	...	...	...	1	1	...	...	18	18	32	31
	Total...	...	...	...	2	2	...		142	142	159	157
	Grand Total...	...	...	...	7	7	...	...	400	400	396	376

Christian Schools in the Panjab, for the year 1871-72.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdu.	Hindi (Nagri.)	Hindi (Landa Mahajani &c.)	Arabic.	Persian.	Sanskrit.
5	...	5,000	...	...	4,582	...	...	4,582	...	...	14,164	...	...	Rs. 6-8 to 10	110	49	5	...	...	...	...
4	...	...	...	...	4,052	5	2	3,600	...	...	7,652	5	2	Rs. 10	49	...	...	...	...	...	...
9	...	5,000	...	...	8,634	5	2	8,182	...	...	21,816	5	2	...	159	49	5	...	...	...	...
3	...	1,583	11	10	1,403	13	3	1,763	13	2	4,751	6	3	Rs. 4 to 10	30	30	...	...	...	...	...
3	...	180	...	...	1,518	8	...	840	...	...	2,538	8	...	Rs. 2-8 to 5	41	...	...	...	...	...	...
3	...	755	2	9	411	8	...	1,080	...	...	2,246	10	9	Rs. 1 to 2	28	...	...	...	...	...	...
9	...	2,518	14	7	3,333	13	3	3,683	13	2	9,536	9	...	...	99	30	...	...	...	...	...
5	1	20,629	6	10	2,026	3	...	19,123	...	11	41,778	10	9	Rs. 3 to 22	124	30	...	...	...	...	...
2	...	638	5	..	2,797	10	...	2,971	15	...	6,407	14	...	Rs. 3 to 12	18	...	...	...	...	...	...
7	1	21,267	11	10	4,823	13	..	22,094	15	11	48,186	8	9	...	142	30	...	...	...	...	...
25	1	28,786	10	5	16,791	15	5	33,960	13	1	79,539	6	11		400	109	5	...	...	...	...

Statement of Grant-in-aid Schools of the

	1		2	3	4	5	6	7	8	9	10	11	12
	Name of Institution.		For what religion.					No. of pupils on rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.
			General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.		
		Ambala Circle.											
1	Dehli ...	S. P. G. Mission School (St. Stephen's College) ...	1	...	...	...	1	159	18	4	181	164	131
2	Ambala ...	American Presbyterian Mission School in the City ...	1	...	...	...	1	219	65	21	305	230	183
3	Ludiana ...	American Presbyterian Mission School ...	1	...	...	...	1	181	110	15	306	296	240
4	Do. ...	High Vernacular School ...	1	...	..	...	1	16	109	6	131	125	114
		Total...	4	...	...	...	4	575	302	46	923	824	668
		Lahore Circle.											
1	Lahore ...	American Presbyterian Mission School ...	1	...	...	...	1	276	104	4	384	397	339
2	Amritsar ...	Church Mission School ...	1	...	...	...	1	122	25	19	166	144	112
3	Jalandhar ...	American Presbyterian Mission School, City ...	1	...	...	...	1	205	59	3	267	244	217
4	Gujranwala..	American Mission School ...	1	...	...	...	1	258	106	3	367	380	319
		Total...	4	...	...	...	4	861	294	29	1,184	1,165	987
		Rawal Pindi Circle.											
1	Rawal Pindi	American Presbyterian Mission School ...	1	...	...	...	1	166	62	2	230	218	179
2	Peshawar ...	Church Mission School ...	1	...	...	...	1	122	57	3	182	179	146
		Total...	2	...	...	...	2	288	119	5	412	397	325
		Grand Total...	10	...	...	...	10	1,724	715	80	2,519	2,386	1,980
		Bishop Cotton School, Simla ...	...	...	...	1	1	...	...	110	110	101	101
10		Total...	10	...	...	1	11	1,724	715	190	2,629	2,487	2,081

Higher Class in the Panjab, for the year 1871-72.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdu.	Hindi (Nagri.)	Hindi (Landa Mahajani &c.)	Arabic.	Persian.	Sanskrit.
2	5	4,320	11	10	380	12	9	3,750	...	...	8,451	8	7	4 as.	181	148	...	...	8	134	25
1	13	1,683	5	6	305	7	9	1,920	...	...	3,908	13	3	1 a. to 1 Re.	105	175	66	80	4	138	17
4	11	3,907	5	..	538	...	9	2,100	...	...	6,545	5	9	1½ as. to 6 as.	306	139	...	...	...	167	...
...	5	1,602	2	9	44	5	6	1,370	6	6	3,016	14	9	1 to 4 as.	...	131	...	...	...	67	...
7	34	11,513	9	1	1,268	10	9	9,140	6	6	21,922	10	4	...	592	593	66	80	12	506	42
8	9	3,738	8	...	1,650	3	3	5,220	...	...	10,608	11	3	4 to 8 as.	384	321	...	...	5	271	58
5	6	3,876	13	...	331	12	3	3,900	...	...	8,108	9	3	3 to 6 as.	166	164	2	...	...	127	2
3	8	2,202	9	...	731	7	...	2,934	...	...	5,868	...	...	1½ as. to 1 Re.	226	203	...	...	...	228	...
1	12	2,806	10	6	143	5	3	1,020	...	...	3,969	15	9	3 pies to 1 Re.	234	232	75	77	...	302	7
17	35	12,624	8	6	2,856	11	9	13,074	...	...	28,555	4	3	...	1,010	920	77	77	5	928	67
3	9	2,764	2	...	473	13	6	3,216	1	9	6,454	1	3	1 a. to 1 Re.	96	177	...	...	...	131	...
3	8	4,047	8	...	214	...	...	3,000	...	...	7,261	8	...	2 to 8 as.	182	182	...	...	1	121	...
6	17	6,811	10	...	687	13	6	6,216	1	9	13,715	9	3	...	278	359	...	...	1	252	...
30	86	30,949	11	7	4,813	4	...	28,430	8	3	64,193	7	10	...	1,880	1,872	143	157	18	1686	109
5	...	5,000	...	...	4,582	...	...	4,582	...	...	14,164	...	...	110	49	5	...	...	...	...	...
35	86	35,949	11	7	9,395	4	...	33,012	8	3	78,357	7	10	110	1,929	1,877	143	157	18	1686	109

Statement of Grant-in-aid Schools of the Middle Class,

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					*No. of pupils on rolls at the close of the year.*					
Name of Institution		General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.
	Ambala Circle.											
Amballa ...	American Presbn. Mission school, in Cantt ..	1	...	...	...	1	88	29	9	126	109	90
Simla ...	American Presbn. Mission school, Sabathu...	1	..	...	...	1	24	15	3	42	45	39
Do. ..	Anglo-Vernacular school, Kasauli ...	1	...	...	...	1	21	11	3	35	38	30
Delhi ..	Ishri Parshad's Anglo-Vernacular school ..	1	...	...	...	1	closed	1st Fe	by. 187	2. ...	61	50
Do. ..	Nil-ka-katra Anglo-Vernacular school ...	1	...	...	...	1	88	18	...	106	98	80
Do. ..	Anglo-Sanskrit school	1	...	...	...	1	61	6	...	67	125	89
Gurgaon ...	Anglo-Vernacular school, Ferozepur ...	1	...	..	...	1	50	41	2	93	94	77
	Vernacular school, Palwal	1	...	...	...	1	118	41	..	159	160	127
	Do. Farrukhnagar	1	..	...	...	1	72	14	...	86	93	77
	Do. Sonah	1	...	...	...	1	53	38	...	91	94	69
Rohtak ...	Anglo-Vernacular school, Jhajjar ...	1	...	...	...	1	86	44	...	130	126	100
Ludiana ...	Vernacular school, Jagraon	1	...	..	...	1	166	62	5	233	217	197
	Do. Raikot	1	...	...	...	1	98	32	2	132	135	104
	Do. Khanuan Kalan ...	1	...	...	...	1	64	14	26	104	108	97
	Total...	14	...	..	...	14	989	365	50	1,404	1,503	1,226
	Lahore Circle.											
Jalandhar ...	American Presbn. Mission school, in Cantt....	1	...	...	..	1	44	30	1	75	88	77
Kangra ...	Church Mission school	1	...	...	...	1	53	4	3	60	56	44
Do. ...	Anglo-Vernacular school, Kangra ...	1	...	...	...	1	23	4	4	31	29	22
Amritsar ...	Church Mission school, Dharmsala ...	1	...	...	...	1	39	3	4	46	48	39
	Church Mission school, Jandiala ...	1	...	...	...	1	77	29	...	106	112	88
Gurdaspur ..	Regimental school, 4th Gurkhas, Bukloh ...	1	...	...	..	1	26	..	..	26	31	26
Siyalkot ..	Church of Scotland Mission school, City ...	1	...	...	...	1	84	40	1	125	123	97
Do. ...	Do. do. in Cantonments ...	1	...	...	...	1	35	44	1	80	85	74
Do. ...	Do. do. at Narowal ...	1	...	...	...	1	42	40	10	92	100	83
Lahore ..	Adult English school	1	...	...	...	1	47	12	3	62	62	39
Do. ...	American Presbn. Mission Adult school ...	1	...	..	...	1	22	28	...	50	47	39
	Anglo-Vernacular school in the Cantt. of Miaumir	1	..	...	...	1	57	37	2	96	87	69
Gujranwala ...	Church of Scotland Mission school, Wazirabad	1	...	...	...	1	76	53	...	129	109	89
Ferozepur ...	Anglo-Vernacular school in the City. ...	1	...	...	...	1	43	22	5	70	54	45
	Do. do. in Cantonments ...	1	...	...	...	1	102	31	6	139	144	104
	Vernacular school Zira	1	...	...	..	1	57	13	5	75	73	64
	Do. Dharmkot	1	...	...	.	1	41	59	5	105	98	90
	Do. Moga	1	...	...	...	1	28	15	42	85	78	74
Gurdaspur ...	Anglo-Vernacular school	1	...	...	...	1	53	32	18	103	92	81
	Total...	19	...	...	...	19	949	496	110	1,555	1,516	1,214
	Rawal Pindi Circle.											
D. I. Khan ...	Church Mission school	1	...	...	...	1	158	61	4	223	188	158
Bunnu ...	Church Mission school Edwardsabad ...	1	...	...	...	1	23	29	...	52	63	48
Peshawar ...	Church Mission school in Cantonments ...	1	...	...	...	1	63	31	10	104	92	66
	Vernacular school in the City.	1	...	...	...	1	95	96	12	203	142	112
	Total...	4	...	...	...	4	339	217	26	582	485	384
	Multan Circle.											
Multan ...	Church Mission school in City ...	1	...	..	...	1	50	46	5	101	98	77
	Church Mission school at Shujjanbad ...	1	..	..	..	1	130	28	1	159	126	101
	Anglo-Vernacular school in Multan Cantt. ..	1	...	..	...	1	53	40	2	95	93	71
D. G. Khan ...	Town school Jampur	1	...	...	...	1	85	25	1	111	122	100
	Do. Choti	1	...	...	..	1	20	61	...	81	66	58
	Do. Hero Garhi	1	...	...	...	1	...	...	..	..	55	45
	Anglo-Vernacular school, Rajanpur ...	...	...	...	...	...	80	20	1	101	101	82
	Vernacular school, Mangrotha	1	..	...	...	1	23	31		54	54	50
Jhang. ...	Anglo-Vernacular school Magiana ...	1	..	...	...	1	139	64	13	216	178	155
	Do. Shorkot	1	...	...	...	1	77	19	..	96	93	80
	Vernacular school, Ahmadpur	1	...	...	...	1	69	37	1	107	102	89
	Do. Chiniot	1	.	...	...	1	110	63	2	175	176	159
	Total...	11	...	...	...	11	836	434	26	1,296	1,264	1,067
	Grand Total ..	48		..	...	48	3,113	1,512	212	4,837	4,768	3,921
	Lahore High school	...	..	..	1	1	...	...	30	30	24	19
	Lawrence Memorial Asylum, Murree ...	...	..	..	1	1	...	...	124	124	127	126
	Total...	48			2	50	3,113	1,512	366	4,991	4,919	4,066

for the year 1871-72.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers		Expenditure.													No. of pupils instructed in						
Christians.	Others.	From private sources.			From fees.			From grant-in aid.			Total			Monthly rate of schooling fee	English.	Urdu.	Nagri	Landa & Mahajni	Arabic.	Persian.	Sanscrit.
1	7	747	12	9	237	1		960			1,944	13	9	1 anna to 1 re.	126	125	.	.	.	41	.
1	1	320	5	6	39	10	9	360			720			1 to 2 as.	37	27	1		.	14	.
.	1	292	1					290	8		583	4		Do	8	35	4		.	28	. .
.		350			150			500			1,000						.	.	..		. .
	8	300			305	11	.	600			1,205	11		1 as to 1 re.	106	106	.	.		106	.
	7	2,029	8		239	15		1,294	8		3,563	15		2 as to 1 re	67	67		.		67	67
..	3	576	1	11				603	1	9	1,179	3	8	1 to 2 as	13	74	19			46	.
.	5	461	15	10	7	8		299	6	2	768	14		Do		125	34	.		53	. .
	2	297	13	11	[illegible]			155			458	13	11	Do.	.	54	32			24	
	3	262	7	2	48			190	7	2	500	14	4	Do.		68	23			31	
.	4	529	13	3	37	13	9	529	13		1,097	8		1 to 6 as	22	95	35	..	.	45	.
.	2	178	4	1	119	14		316	4	4	614	6	5	1 to 2 as	.	233	.		.	68	...
.	2	184	4	5	63	11		264	14	8	511	14	1	Do		132	.			29	.
	2	184	15	5	33	9		225	8	3	444		8	1 anna		104	.		.	26	
2	47	6,716	2	3	1,287	13	3	6,589	7	4	14,593	6	10	.	379	1,245	148	—		578	67
	4	680	13	6	159	2	6	840			1,680			1 to 4 as	75	39				43	..
2	2	1,052		6	35	6	6	1,075	13	6	2,163	4	6	6 pies to 2 as.	36	41	20	..	.	22	..
..	1	233	5	4				233	5	4	466	10	8	Nil	4	31				12	.
2	.	325	4		24	12		180			530			Do	44	13	11				.
2	4	669	6	6	71	3		600			1,340	9	6	1 anna	22	101	16	27		30	5
1	1	420	12		51	11	3	472	7	3	944	14	6	1½ as to 1 re.	26	20	3			3	...
3	5	1,985	6		214	12		1,440			3,640	2		1 to 8 as	94	70		.	7	91	
1	5	604			152	15	6	600			1,356	15	6	Do	55	45				56	.
2	5	1,087	15	9	62	3		600			1,750	2	9	1 to 2 as	19	80		25		34	.
	3	..			350	6		349			699	6		6 as to 3 rs.	62		.	.	.	..	.
	7	272	3		108	8		360			740	11		3 to 11 as	50	.					...
.	5	840			93	14		840			1,773	14		1 to 2 as.	53	96		..		53	.
2	5	816	5	6	167			820			1,803	5	6	1 to 8 as	71	58				71	..
.	4	1,214	7		154	14		1,228	2	6	2,597	7	6	2 to 8 as	70	70				70	
.	5	405			139	4	9	540			1,084	4	9	1 as to 1 re	52	119	20			102	.
	2	180			.			200			380			1 anna		79		.		44	.
.	3	120			.			130			250			Do		105				55	
	2	120						137			257			Do		85	..	.		43	.
	7	2,797	3	2	.			2,837	3	1	5,634	6	3	1 to 4 as	103	103			32	103	53
15	70	13,824	2	3	1,786		6	13,482	15	8	29,093	2	5	.	836	1,148	70	52	39	832	58
2	7	2,205	1	9	266	8	3	2,270		.	4,741	10		3 pies to 1 re	63	174	.	49	4	84	..
1	4	967	11	9	62	7	9	790			1,820	3	6	6 pies to 8 as	13	48		..	.	26	..
1	4	1,109	2	3	85			720			1,914	2	3	1 to 4 as	104	103		.		70	
..	8	651	3	9	48	9	9	651	3	2	1,351		8	6 pies to 4 as		167	11	5	3	74	21
4	23	4,933	3	6	462	9	9	4,431	3	2	9,827		5		180	493	11	54	7	254	21
1	5	2,236	9	6	74	8		1,200			3,511	1	6	1 anna.	56	101	.		.	56	..
.	5	795	1	3	41	12		440			1,276	13	3	Do	31	79	..	86	.	50	.
.	3	413			157	13	9	544	7		1,115	4	9	1 an to 1 re.	48	95	.			61	.
.	4	467			.			300			767			Nil.		111		40		24*	.
..	2	174			.			186			360			Nil	.	81	.	..	.	26*	..
.		123			.			180			303	..		.						*	
..	4	87			.			255			342			Nil	29	59		42		21*	.
..	2	53	8		...			75			128	8		Nil		54	.		.	23*	..
.	6	823		6	..			732			1,555		6	1 anna.	60	216		.		130	..
...	5	590	6	11	.			487			1,070	6	11	Do.	36	96				63	.
..	3	347	2	5	.			300			647	2	5	Do		107				61	
..	4	339	10	5				327	8		667	2	5	Do.		175		..	.	93	...
1	43	6,449	7		274	1	9	5,019	15		11,743	7	9		260	1,174		168		610	
22	183	31,922	15		3,810	9	3	29,523	9	2	65,257	1	5	..	1,655	4,060	129	274	46	2,274	146
		1,583	11	10	1,403	13	3	1,763	18	2	4,751	6	3	..	30	30		..	.	.	
5	1	20,629	6	10	2,026	3		19,124		11	41,778	10	9		124	30					
30	184	54,135	1	8	7,240	9	6	50,410	7	3	1,11,787	9	5		1,809	4,120	129	274	46	2,274	146

* Rs. 652 from Educational cess included in the columns of expenditure

Statement of Grant-in-aid Schools of the

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					No. of pupils on rolls at the close of the year.					
	Name of Institution	General.	Hindus.	Muhammedans.	Christians.	Total.	Hindus.	Muhammedans.	Others.	Total.	Average no pupils on the rolls monthly.	Average daily attendance.
	Ambala Circle.											
Ambala ...	American Presbn. Mission branch schools City	2		...	...	2	39	53	19	111	167	129
Do. ...	Ditto ditto Cantonment...	1	...	...	...	1	75	18	1	94	99	79
Do. ...	Branches of Zil' School, Jagadhri	4	..	...	...	4	428	36	6	470	381	266
Do. ...	Ditto ditto Rupar	4	...	..	...	4	199	56	8	263	243	193
Ludiana ..	American Presbyterian Mission branch schools	4	...	...	...	4	105	97	...	202	155	124
Simla ..	Church Mission schools, Kotgurh ...	9	...	...	...	9	124	...	3	127	125	95
Do. ...	Native school, Sanawar	1	...	...	...	1	16	...	...	16	25	19
Dehli ...	S. P. G. Mission Branch Schools ...	4	...	...	..	4	246	42	12	300	341	245
Karnal ...	Branches to Zil' School	4	...	...	...	4	99	81	...	180	206	161
Gurgaon ...	Branches to Zil' School, Rewari	5	...	...	...	5	186	78	...	264	252	213
Do. ...	Vernacular School, Shahjahanpur ...	1	...	...	...	1	34	5	...	39	39	29
Hissar ...	Branches of Zil' School Bhowani... ...	2	..	...	...	2	326	17	...	343	249	186
Rotak ...	Branches of zil' School, Rohtak	4	...	...	...	4	158	138	2	298	303	210
Dehli ...	Vernacular Schools (branches to zil' school) ...	4	...	...	...	4	201	64	...	265	555	447
	Total...	49	...	...	...	49	2,236	685	51	2,972	3,140	2,396
	Lahore Circle.											
Jalandhar ...	American Presbn. Mission branch schools ...	2	...	...	...	2	101	80	...	181	195	165
Do. ..	Branches to Zil' School, Rahun	4	..	...	..	4	176	56	...	232	230	172
Huysharpur ...	Branches to Zil' School	5	...	...	...	5	191	95	6	292	308	270
Kangra ...	Church Mission Branch School	1	...	...	...	1	29	6	...	35	31	24
Do. ...	Branches to Zil' School, Nurpur	4	...	...	...	4	157	61	1	219	225	168
Amritsar ...	Church Mission Branch Schools	6	...	...	...	6	687	9	..	696	659	546
	Branches to Zil' School	7	...	...	...	7	704	228	138	1,070	1,061	902
Gurdaspur ...	Branches to Zil' School, Batala	5	...	...	...	5	197	148	17	362	299	254
Lahore ...	American Presbn. Mission Branch Schools ...	19	..	...	...	19	745	387	..	1,132	1,079	1,003
Do. ...	Lower Dept. Zil' School (and branches) ...	5	..	..	...	5	126	250	14	390	200	166
Gurdaspur ...	Lower Dept. of Anglo-Vernacular school, Gurdaspur...	1	...	...	...	1	47	31	13	91	81	68
Ferozepur ...	Branches to Middle School	4	...	...	..	4	246	122	22	390	371	289
Gujranwala ...	Branches to Zil' School	2	...	...	...	2	89	76	18	183	183	136
	Total...	65	...	...	...	65	3,494	1,549	229	5,273	4,922	4,163
	Rawal Pindi Circle.											
Rawal Pindi ...	American Presbn. Mission Branch Schools ...	3	...	...	...	3	63	51	19	133	124	93
Gujrat ...	Church of Scotland Mission School ...	1	...	...	...	1	43	65	1	109	101	78
Do. ...	Branches to Zil' School.	4	..	...	...	4	181	166	30	377	280	237
Peshawar ...	Church Mission Branch Schools	3	..	..	...	3	30	94	.	124	128	97
Do. ...	Regimental School, Corps of Guides, Murdan	1	...	...	...	1	9	16	13	38	40	33
Kohat ...	Branch to Zil' School	1	...	...	..	1	21	52	9	82	85	62
Jehlam ..	Lower Dept. of the Zil' School	1	...	..	...	1	53	75	3	131	119	106
	Total...	14	...	..	..	14	400	519	75	994	877	706
	Multan Circle.											
Multan ...	Branches to Zil' School	4	...	...	...	4	160	53	3	216	197	164
Jhang ...	Ditto ..	2	...	...	...	2	124	39	2	165	156	129
D. G. Khan ..	Ditto ...	5	...	...	..	5	217	122	3	342	362	312
Do. ...	Village Schools ...	26	...	...	...	26	318	490	..	808	883	739
Shahpur ...	Bhera Zil' School, Lower Dept. ...	1	...	...	...	1	63	13	1	77	86	61
	Total. .	38	...	...	...	38	882	717	9	1,608	1,684	1,405
	Grand Total...	166	...	.	...	166	7,013	3,470	364	10,847	10,623	8,670

Lower Class for the year 1871-72.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee	English	Urdu.	Nagri.	Landa & Mahajni	Arabic.	Persian.	Sanscrit.
1	6	489	12	6	74	14	3	360			924	10	9	6 pies to 1 anna	16	96	.	15	.	32	...
1	3	221	14		53	9	6	240			515	7	6	Do.	.	37	25	57	.	24	..
.	12	420			470	11	11	661		5	1,551	12	4	1 to 4 annas.	.	470		376		66	...
.	6	300			68	14	9	344			712	14	9	Do		128	55	120		26	..
1	9	313	5		67	10		300			680	15		6 pies to 1 anna	138	187		.	..	15	...
2	9	1,513					.	360			1,873			Do	11	24	127		.	.	..
.	1	330	8		23	8		270			624			1 to 8 annas		10		.		6	...
1	14	1,3[illegible]6	9	7	357	10	6	1,430			3,144	4	1	2 annas	300	300		.		2	..
..	7	480			194	2		591	11	2	1,265	13	2	1 anna to 1 r.	.	158	22	.	.	59	..
.	7	720			175			794	2	8	1,689	2	8	6 pies to 4 as.		264		.	.	56	..
..	1	120			4			120			244			1 to 2 as	.	26	13		.	6	.
	7	480			120			480			1,080			1 anna	.	1[illegible]		208	.	32	.
..	8	504			315	12		480		.	1,299	12		1 to 4 as.	..	230	38	30		54	.
..	13	4,620		3	679	15		2,188	5	9	7,488	5		1 anna to 1 r		219				169	...
6	103	11,869	1	4	2,605	11	11	8,619	4		23,094	1	3	.	465	2,284	260	806		547	..
2	3	143	10	6	66	5	6	210			420			½ to 1½ as.	..	84	.		.	97	...
.	8	360			217	12		546	4	7	1,124		7	1 to 3 as		172		69	.	65	..
	15	600			261	10		811	10	4	1,673	4	4	1 to 4 as	.	292			.	98	...
1	1	134	10	9	7	14		124	2	6	266	11	3	½ anna	5	21	16	.	..		..
.	10	720			102	7	3	803	15	10	1,626	7	1	3 pies to 2 as.		139	80	2		32	6
3	12	1,738	2	3	330	1	9	1,500			3,568	15		½ to 1½ as	112	313		696			.
..	31	2,300			1,620	12		3,768	10	6	7,698	6	6	1 to 6 as.	.	650		420		192	...
..	12	600			288	15	9	660			1,548	15	9	1 to 4 as.		346	16		.	122	...
2	52	1,347	11	2	1,218	15	6	2,100			4,661	10	8	1½ as	800	747		426	.	385	...
.	14	207	6		594	1	5	686	9	6	1,398	..	11	1 to 2 as	.	390			.	88	..
	3	221			.			181			402			1 to 4 as.	.	91			.	47	..
.	12	531	8	10	295	4		812	10	8	1,639	7	6	1 to 8 as	.	227	32	124	.	97	13
.	7	360			216	1	6	560	11	2	1,136	12	8	1 anna to 1 r	.	136		47	.	44	...
8	178	9,261	1	6	5,134	15	8	12,765	11	1	27,164	12	3	..	917	3,608	144	1,784		1,267	19
3	4	394	8	6	240	11	.	623	14	3	1,259	1	9	½ to 8 annas.	84	64				49	...
2	5	961	15	8	75	6	11	240			1,277	6	7	1 to 3 as	63	109	.		.	7[illegible]	...
	10	240			417	4	9	552			1,209	4	9	1 to 10 as	.	341		103		12	...
	4	840	12					420			1,260	12		Do	5	124	.		..	88	.
	2	.			240			240			480			2 as to 1 r	12	24			.	2	..
.	2	180						164	5	1	344	5	1	1 anna to 1 r.	.	82	.	.	..	22	...
.	3	252			188	8		252			692	8		Do,	.	131	.	.	.	58	...
5	30	2,869	4	2	1,161	14	8	2,492	3	4	6,523	6	2		164	875	..	103	.	413	..
..	10	600		..	191	1	3	756			1,547	1	3	6 pies to 6 as		216		.	.	64	...
.	3	150			55	10	3	149	3	9	354	14		1 to 2 as.		116	28	37		29	31
	11	720			365	5	6	720			1,805	5	6	1 as. to 1 r		280		64		64	
..	32	4,551	9	8				1,881	5		6,433	14	8	nil		808	..	.		289	.
..	4	288			56	15	3	252			596	15	3	6 pies to 2 as.		45	14	.	..	18	14
	60	6,309	9	8	669		3	3,758	8	9	10,737	2	8		.	1,465	42	101		464	45
19	371	30,312		8	9,571	10	6	27,635	11	2	67,519	6	4		1,546	8,232	446	2,794		2,691	64

* Rs. 3,521-10-9 from educational cess included in the column of expenditure

Statement of Grant-in-aid Female Schools of the

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					No. of pupils on rolls at the close of the year.					
	Name of Institution	General.	Hindus.	Muhammedans.	Christians.	Total.	Hindus.	Muhammedans.	Others.	Total.	Average no pupils on the rolls monthly.	Average daily attendance.
	Ambala Circle.											
Ludiana ..	American Presbyterian Mission School for orphans ...	closed 1st May 1871.				...	...	...	...	..	39	36
Simla ..	American Presbyterian Mission School, Subathu ...	1	...	...	..	1	13	5	1	19	20	16
Do. ...	Church Mission School, Kotgarh ...	3	...	...	...	3	8	...	2	10	11	9
Dehli ...	S. P. G. Mission Schools ...	4	...	...	...	4	...	105	...	105	108	82
	S. P. G. Mission Zanana Schools ...	1	...	...	..	1	32	65	1	98	95	95
Karnal ...	Kythal Schools ...	...	1	1	...	2	30	14	3	47	45	34
Hissar ...	Hissar School ...	1	...	...	..	1	14	...	..	14	12	7
Rotak ...	Bahadargarh School ..	...	...	1	...	1	...	22	...	22	23	19
Gurgaon ...	Rewari and Farruck Nagar Schools	...	...	3	...	3	...	50	...	50	50	37
Dehli ...	S. P. G. Female Industrial School ...	1	...	...	...	1	...	19	...	19	15	13
	Total ...	11	1	5	...	17	97	280	7	384	418	348
	Lahore Circle.											
Jalandhar ...	Hindu Female Schools ...	...	27	...	..	27	571	...	18	589	597	533
Huysharpur ...	American Presbyterian Mission School ...	...	1	...	...	1	44	...	..	44	45	32
Kangra ...	Church Mission School ...	1	...	...	...	1	19	1	1	21	22	16
Do. ...	District Schools ...	..	8	1	...	9	133	11	...	144	157	118
Amritsar ...	Church Mission Orphange ...	1	...	...	...	1	..	...	29	29	30	27
Do. ...	Lady Lawrence Girls' Schools ...	11	...	...	...	11	65	76	152	293	278	230
Do. ...	Primary Female Schools in the city ..	...	23	12	.	35	771	362	...	1,133	1,198	880
Lahore ...	Ditto Ditto ...	...	4	4	..	8	71	106	...	177	180	160
Ferozepur ...	District Schools ...	...	..	3	...	3	...	77	...	77	75	55
Siyalkot ...	Ditto ...	...	30	42	...	72	610	915	82	1,607	1,628	11,60
Gujranwala ...	Ditto ...	...	3	5	...	8	75	137	...	212	189	155
Do. ...	Church of Scotland Mission School Wazirabad	closed 1st June 1871.				...	...	..	...	...	32	25
	Total ...	13	96	67	...	176	2,359	1,685	282	4,326	4,431	3,391
	Rawal Pindi Circle.											
Rawal Pindi ...	American Presbyterian Mission School ...	...	1	...	...	1	60	...	...	60	60	43
Do. ...	Bedi Khem Singh's Schools ...	..	56	6	...	62	1,566	188	...	1,754	1,826	1,821
Jehlam ..	Ditto Ditto ...	...	43	3	...	46	1,157	88	...	1,245	1,271	1,061
Peshawar ...	Church Mission Schools ...	2	...	...	...	2	28	84	...	112	117	80
	Total ...	2	100	9	...	111	2,811	360	..	3,171	3,274	2,705
	Multan Circle.											
Multan ...	Church Mission School ...	5	...	...	...	5	...	66	..	66	64	61
Do. ...	Hindu Female Schools ...	...	1	...	...	1	12	...	...	12	12	11
	Total ...	5	1	...	...	6	12	66	...	78	76	72
	Grand Total ...	31	198	81	...	310	5,279	2,391	289	7,959	8,199	6,516
Eurpn. Schools	Panjab Girls' School, Simla ...	...	...	...	1	1	...	...	49	49	48	48
	Annadkully Girls' School ...	...	..	...	1	1	..	...	41	41	33	30
	American Pres. Mission Girls' School ...	...	...	..	1	1	.	..	28	28	31	21
	Rawul Pindi cum Murree School ...	...	...	.	1	1		...	18	18	32	31
	Total ...	31	198	81	4	314	5,279	2,391	425	8,095	8,343	6,646

Lower Class for the year 1871-72.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdu.	Hindi Nagri.	(Hindi Landa and Mahajni.)	Arabic.	Persian.	Sanscrit.
...	...	93	..	..	...	..	...	51	...	...	144	...	..	...	..	...	...	...	...	...	...
1	1	180	..	...	...	..	..	180	..	..	360	..	...	...	..	7	14	*5	...	...	...
1	2	132	...	...	...	..	.	120	...	...	252		..	..	...	..	10	...	...	...	...
...	7	1,121	7	1	...	...	...	1,020	..	..	2,141	7	1	..	...	105	...	..	..	...	..
7	1	4,553	12	6	...	..	.	1,440	..	...	5,993	12	6	...	1	66	2	*30	...	...	...
...	2	144	...	..	..	..	..	144	..	...	288	..	..	...	...	14	30	3	...	...	...
...	1	60	...		...		.	66	..	...	126	..	..	...	...	..	14	...	...	...	...
.	1	92	8	..	..	...	..	92	8	..	185	...	...	...	...	22	...	...	..	4	...
...	3	194	4	...	..	..	...	194	4	...	388	8	...	...	..	50	...	...	...	5	...
1	1	322	14	9	..	..	...	250	..	...	572	14	9	...	Ind	ustrial	work.				
10	19	6,893	14	4	...	.	...	3,557	12	.	10,451	10	4	...	1	264	70	38	..	9	...
...	27	663	9	...	...	...	...	663	8	9	1,327	1	9	...	...	..	215	141	..	...	233
...	2	196	11	9	...	...	...	182	.	..	378	11	9	...	...	...	41	3	...	...	...
2	...	184	15	..	..	...	...	180	...	...	364	15	...	...	...	21	..	...	...	..	...
...	9	247	8	...	...	...	..	247	8	...	495	...	...	...	...	11	133	...	1	1	...
3	...	772	8	...	..	...	...	720	...	...	1,492	8	..	..	19	29	...	*217	...	...	...
3	9	1,784	11	6	...	.	...	1,092	...	..	2,876	11	6	...	76	32	..	...	...	...	...
...	35	3,195	8	.	..	...	...	3,195	9		6,391	1	..	...	..	325	211	560	...	37	...
...	9	1,380	11	6	...	...	..	1,380	11	6	2,761	7	..	...	...	106	54	*17	..	...	...
...	3	210	...	...	...	...	...	210	.	...	420	..	..	...	...	77	...	...	...	3	...
...	73	3,831	15	6	..	..	...	3,834	6	11	7,666	6	5	...	..	970	637	...	..	130	...
...	8	330	...	..	...	...	...	330	..	...	660	...	...	...	...	38	...	*75	79	20	...
...	...	24	...	...	..	...	...	20	...	...	44	...	...	..	...	...	..	...	...	...	...
			...	...																	
8	175	12,822	2	3	..	...	...	12,055	12	2	24,877	14	5	...	95	1,609	1,291	1,013	80	191	233
1	4	224	1	3	...	...	...	224	2	3	448	3	6	...	...	...	..	*60	...	...	...
...	76	3,024	...	..	...	...	...	2,004	...	...	5,028	...	...	...	...	...	1,523	...	188	64	43
...	49	1,722	...	..	...	...	...	1,698	.	...	3,420	.	...	...	...	..	1,157	...	70	18	...
2	4	1,327	1	..	...	...	...	720		...	2,047	1	...	...	...	108	...	..	..	40	...
3	133	6,297	2	3	...	.	...	4,646	2	3	10,943	4	6	...	..	108	2,680	60	258	122	43
1	5	350	9	...	...	...	...	300	...	...	650	9	...	...	...	66	...	...	...	6	...
...	1	102	...	...	...	...	...	102	...	...	204	...	...	...	...	...	11	...	...	...	1
1	6	452	9	...	...	...	..	402	..	...	854	9	...	...	...	66	11	.	...	6	1
22	333	26,465	11	10	...	...	...	20,661	10	5	47,127	6	3	...	96	2,047	4,052	1,111	338	328	277
4	...	..	.	...	4,052	5	2	3,600	...	..	7,652	5	2	...	49	...	...	..	...	...	...
3	...	180	...	...	1,518	8	..	840	...	...	2,538	8	...	...	41	...	...	...	...	...	...
3	.	755	2	9	411	8	..	1,080		...	2,246	10	9	...	28	.	..	..	...	...	...
2	..	638	5	.	2,797	10	...	2,971	15	...	6,407	14	..	...	18	..	..	..	...	...	..
34	333	28,039	3	7	8,779	15	2	29,153	9	5	65,972	12	2	...	232	2,047	4,052	1,111	338	328	277

Statement of Indigenous Schools in the

1	2	3	4	5	6
		No. of pupils on rolls.			
Districts.	No. of schools.	Hindus.	Muhammadans.	Others.	Total.
Ambala Circle.					
Ludhiana ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	120	757	619	43	1,419
Simla ... Aided ...	..	...	..	...	...
Ditto ... Unaided ..	1	19	8	...	27
Ambala ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	80	602	566	7	1,175
Delhi ... Aided ...	15	27	18	227	272
Ditto ... Unaided ...	41	369	249	..	618
Karnal ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	40	161	249	...	410
Gurgaon ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	34	470	73	...	543
Hissar ... Aided ...	...	...	...	...	..
Ditto ... Unaided ...	13	618	47	...	665
Rohtak ... Aided ...	...	...	...	..	..
Ditto ... Unaided ...	42	328	219	...	547
Sirsa ... Aided ...	..	...	...	...	..
Ditto ... Unaided ...	54	290	270	100	660
Total ... Aided ...	15	27	18	227	272
Total ... Unaided ..	425	3,614	2,300	150	6,064
Lahore Circle.					
Amritsar .. Aided ...	...	...	...	...	...
Ditto ... Unaided ...	132	912	538	274	1,724
Ferozepur ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	9)	324	640	88	1,052
Gurdaspur ... Aided ...	1	...	..	...	...
Ditto ... Unaided ...	61	305	469	15	789
Hushyarpur .. Aided ..	...	...	...	...	...
Ditto ... Unaided ...	197	...	...	...	a 2,400
Jalandhar ... Aided ...	1	...	..	...	a 62
Ditto .. Unaided ...	261	...	...	...	a 3,148
Kangra ... Aided ...	7	11	..	133	144
Ditto ... Unaided ...	8	106	12	...	118
Lahore ... Aided	1	...	25	...	25
Ditto ... Unaided ...	269	1,034	2,219	57	3,310
Gujranwala ... Aided ...	..	...	...	...	...
Ditto ... Unaided ...	376	2,688	1,491	455	4,634
Siyalkot ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	165	709	1,672	31	2,412
Total ... Aided ...	10	11	25	133	231
Total ... Unaided ...	1,559	6,078	7,041	920	19,587
Rawal Pindi Circle.					
Rawal Pindi ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	373	1,008	2,895	297	4,200
Jehlam .. Aided ...	...	...	...	...	...
Ditto ... Unaided ...	675	989	5,892	23	6,904
Gujrat ... Aided ...	..	...	...	...	...
Ditto . Unaided ...	574	2,471	5,129	280	7,880
Peshawar ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	10	210	225	44	479
Hazara ... Aided ..	...	...	.	...	...
Ditto ... Unaided ...	2	30	44	11	85
Kohat ... Aided ...	...	...	...	...	...
Ditto ... Unaided ..	..	...	...	...	...
Bunnu . Aided ...	...	...	...	...	...
Ditto ... Unaided ...	16	261	235	4	500
Dera Ismail Khan ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	124	391	1,131	62	1,584
Total ... Aided ...	..	...	...	...	...
Total ... Unaided ...	1,774	5,360	15,551	721	21,632
Multan Circle.					
Dera Gazi Khan ... Aided ...	...	..	...	...	..
Ditto ... Unaided ...	94	460	787	...	1,247
Muzaffargarh ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	86	220	514	...	734
Multan ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	27	215	217	6	438
Montgomery ... Aided ...	...	...	...	...	..
Ditto ... Unaided ...	50	147	306	13	466
Jhang ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	122	...	...	...	1,637
Shahpur ... Aided ...	...	...	...	...	...
Ditto ... Unaided ...	155	439	2,368	...	2,807
Total ... Aided ...	...	...	...	...	...
Total ... Unaided ...	534	1,481	4,192	19	7,329
Grand Total ... Aided ..	25	38	43	360	403
Grand Total ... Unaided ...	4,292	16,533	29,084	1,810	51,612

a Detail not furnished by the Deputy Commissioner.

in the Punjab, for the year 1871-72.

7			8			9			10			11	12	13	14	15	16	17
Expenditure.												*No. of persons Instruction in*						
From private sources.			From fees.			From Government.			Total.			English.	Urdu.	Hindi (Nagri.)	Hindi (Landa Mahajani.)	Arabic.	Persian.	Sanscrit.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	8	..	115	3	7	...	...	...	127	11	7	...	44	251	334	576	36	275
...	...	..	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
203	...	..	...	..	...	...	...	...	203	..	...	..	24	3	...	...	...	...
...	...	...	...	...	.	...	..	...	...	...	...	...	...	...	...	...	...	..
76	6	..	93	2	..	...	...	...	169	8	..	..	...	...	372	493	175	135
758	14	9	15	10	..	249	14	4	1,024	7	1	15	94	145	..	...	18	...
318	...	..	1,457	.	...	...	...	...	1,775	..	...	...	40	24	103	156	77	12
...	...	...	...	...	...	...	..	...	...	..	..	...	..	...	...	...	..	...
27	12	...	27	12	...	...	...	..	51	8	...	...	10	34	45	186	90	45
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
6	8	...	74	10	...	...	...	...	81	2	..	..	21	198	177	27	115	6
...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	1,536	...	.	...	...	...	1,536	...	...	...	9	29	549	5	73	...
...	...	..	...	..	..	..	...	...	..	...	...	...	...	...	...	...	..	...
...	...	...	1,409	...	...	...	..	...	1,409	..	..	...	15	25	220	136	154	12
...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...
845	...	...	...	...	..	...	...	...	845	...	...	...	25	32	324	225	57	17
758	14	9	15	10	...	249	14	4	1,024	7	1	15	94	145	...	...	18	...
1,485	2	..	4,712	11	7	...	...	..	6,197	13	7	...	188	596	2,124	1,804	777	502
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
232	8	...	...	...	...	...	...	...	232	8	...	..	105	279	376	223	367	374
..	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
953	..	...	...	...	...	...	...	...	953	...	...	...	...	86	250	620	52	44
...	...	...	...	..	...	120	...	...	120	..	...	...	...	...	...	...	...	...
401	...	...	...	..	...	...	...	...	401	...	...	5	.	221	268	409	14	...
...	...	...	..	...	..	...	..	..	...	...	...	...	..	...	...	...	...	...
5,130	...	...	43		..	...	..	...	5,173	...	...	...	...	199	305	774	1,056	66
60	...	...	...	...	...	...	...	...	60	...	...	...	13	...	...	...	40	...
3,664	..	..	...	...	...	...	...	..	3,664	..	...	...	63	88	642	1,707	419	229
294	9	...	...	...	..	487	8	...	782	1	...	...	40	(b),04	...	...	...	...
180	..	...	...	...	..	...	..	...	180	...	...	...	58	35	25	...	25	35
120	...	...	...	...	...	130	...	...	250	...	...	25	25	...	...	...	...	...
3,236	...	...	2,044	...	...	...	...	...	5,280	...	...	345	15	47	565	1,866	432	60
...	...	...	..	...	...	..	..	...	...	...	...	...	...	...	...	...	..	...
8,590	8	...	...	...	...	...	..	...	8,590	8	..	...	709	300	200	816	221	...
...	...	...	...	...	...	...	...	..	..	..	...	..	...	...	..	...	...	...
1,111	12	...	111	8	...	..	...	...	1,223	4	...	...	159	123	246	1,254	454	26
474	9	...	...	...	..	737	8	...	1,212	...	1	25	78	104	...	...	49	...
23,498	12	...	2,198	8	...	...	.	...	25,697	..	4	350	1,109	1,378	2,877	7,669	3,040	834
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,305	6	...	668	14	...	...	...	...	2,974	4	..	...	248	494	478	2,303	599	94
...	..	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
27,789	...	...	...	...	...	...	...	...	27,789	...	...	...	...	96	873	380	5,512	43
...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	...	..	..	...
...	...	...	...	...	...	...	...	...	...	...	..	...	15	1,115	1,215	7,640	445	450
...	.	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	..	..	...	..	...	...	..	...	...	...	..	...	167	135	11	91	132	21
...	...	...	...	...	...	...	...	...	..	...	...	...	...	.	...	...	...	...
42	2	..	...	...	...	...	...	..	42	2	..	...	85	...	...	2	37	...
...	...	..	...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	..	...	..	..	...	...	...	...	...	...	.	...	...	...
294	...	...	...	...	..	..	...	...	294	...	...	...	389	79	...	...	389	32
...	..	..	...	...	...	...	..	—	...	...	...	...	...	...	...	...	...	..
...	...	...	...	.	...	...	...	...	.	...	...	...	.	296	109	892	294	42
...	..	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	..
30,430	8	...	668	14	..	...	...	...	31,099	6	...	...	904	2,215	2,686	11,308	7,408	682
...	...	..	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	..	..	...	...	...	...	2	10	435	580	220	...
...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
1,950	1	...	...	...	..	...	...	...	1,950	1	...	...	...	...	174	299	242	19
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
276	12	...	...	...	...	...	..	...	276	12	...	...	...	12	184	130	101	11
...	...	.	...	...	.	...	.	...	...	.	..	...	...	...	...	...	...	...
45	4	...	...	...	...	...	...	...	1,345	4	...	...	42	44	72	217	91	...
...	...	...	..	...	..	...	...	...	...	...	..	...	...	...	...	...	...	...
1,348	...	..	..	...	...	...	...	...	48	..	...	...	3	116	...	1,008	510	...
...	..	.	...	...	..	...	...	...	...	..	...	...	...	..	...	...	..	...
...	...	...	..	...	...	...	..	...	...	...	...	...	29	307	...	2,204	267	...
...	..	...	...	...	...	..	...	...	..	..	...	...	...	..	...	...	...	
3,620	1	..	...	...	...	...	...	...	3,620	1		...	76	489	865	4,438	1,431	30
1,233	7	9	15	10	...	987	6	4	2,236	8	1	40	172	249	...	...	67	...
59,034	7	..	7,589	1	7			...	66,614	8	7	350	2,277	4,678	8,562	25,219	12,656	2,048

(b) Tibotan.

Statement of Government Normal

1	2	3	4	5	6	7	8	9	10	11	12
District.	Name of Institution.	When established.	No. of pupils on rolls at close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers.	
			Hindus.	Muhammadans.	Others.	Total.				Christians.	Others.
	Ambala Circle.										
1 Dehli ...	Normal School ...	...	25	30	..	55	53	48	22	...	6
	Lahore Circle.										
1 Lahore ...	Normal School ...	...	41	74	4	119	121	99	23	1	6
	Rawal Pindi Circle.										
1 Rawal Pindi	Normal School ...	...	14	29	...	43	44	40	23	1	3
3	Grand Total. .	...	80	133	4	217	218	187	68	2	15

Schools for the year 1871-72.

13	14			15			16			17			18			19	20	21	22	23	24	25
Monthly rate of schooling fee.	*Expenditure.*												Amount collected in fees.			*No. of pupils instructed in*						
	From public Fund.			From one per cent. educational cess Fund.			Other sources.			Total.						English.	Urdu.	Hindi (Nagri.)	Hindi (Landa Malajni &c.)	Arabic.	Persian.	Sanscrit.
...	3,393	12	8	5,382	6	7	...	...	...	8,776	3	3	13	13	4	...	55	2	...	5	53	...
...	5,266	9	1	7,649	2	2	...	...	...	12,915	11	3	7	8	...	...	119	...	...	70	119	...
...	2,949	2	6	4,966	15	3	...	...	...	7,916	1	9	11	...	...	...	43	...	...	31	43	...
...	11,609	8	3	17,998	8	...	...	...	...	29,608	...	3	32	5	4	...	217	2	...	106	215	...

Statement of Grant-in-aid Normal

	1		2	3	4	5	6	7	8	9	10	11	12
	Name of Institution.		For what religion.					No. of pupils on rolls at close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.
			General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.		
		Ambala Circle.											
1	Dehli ...	S. P. G. Mission Female Normal School ...	1	...	..	...	1	37	19	3	59	56	42
		Lahore Circle.											
1	Lahore ..	Female Normal School ...	1	...	...	...	1	31	38	...	69	64	55
2	Jalandhar ...	Indian Female Normal School ...	1	...	...	...	1	4	25	8	37	24	21
3	Amritsar ...	Female Normal School ...	1	...	...	...	1	27	12	...	39	38	33
4	Do. ...	Christian Vernacular Education Society's Normal School ..	1	...	...	...	1	13	6	7	26	25	22
5	Siyalkot ...	Female Normal School ...	1	...	...	...	1	4	8	...	12	11	10
		Total ...	5	...	...	...	5	79	89	15	183	162	141
10		Grand Total...	6	...	..	...	6	116	108	18	242	218	183

Schools for the year 1871-72.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			* Total.			Monthly rate of schooling fee.	English.	Urdu.	Hindi (Nagri.)	Hindi (Landa Mahajani &c.)	Arabic.	Persian.	Sanskrit.
1	3	2,646	2	3	...	...	...	1,800	...	...	4,446	2	3	...	...	22	37	...	...	...	...
...	5	1,302	11	1	...	...	...	5,288	...	...	6,590	11	1	...		38	18	19*	...	6	...
2	2	1,200	...	...	...	...	...	1,200	...	...	2,400	...	...	...	8	33	4	...	...	10	...
...	3	1,200	...	...	...	...	...	5,160	...	...	6,360	...	...	...	...	12	11	16	...	...	...
1	3	3,108	11	10	...	...	...	1,800	...	...	4,908	11	10	...	...	26	...	...	12	26	...
1	2	1,357	12	9	...	...	...	1,334	13	8	2,692	10	5	...	...	8	4	...	...	4	...
4	15	8,169	3	8	...	...	...	14,782	13	8	22,952	1	4	...	8	117	37	35	12	46	...
5	18	10,815	5	11	...	...	...	16,582	13	8	27,398	3	7	...	8	139	74	35	12	46	...

Statement of the Endowment and Building Funds of the Schools for European and Eurasian Children, to which grants-in-aid are given by Government, under Lord Canning's Minute of October 1860, for the year 1871-72.

1	2	3	4	5	6	7
Name of Institution.	Balance on 1st April 1871.	*Income during* 1871-72. From Government	From Interest.	From private sources.	Total of columns 2, 3 and 4.	Expenditure during 1871-72.	Balance on 1st April 1872, *i. e.* difference between columns 5 and 6.
Bishop Cotton School, Simla — Endowment fund	99,364 13 10	...	5,364 14 11	...	1,04,729 12 9	5,017 9 ...	99,712 3 9
Bishop Cotton School, Simla — Building fund *a*	30,504 ...	*e* 9,788 11 ...	...	*f* 3,510 12 11	17,204 8 1	1,715 2 7	18,949 10 8
Lahore High School ... — Endowment fund	25,648 11 8	474† ...	...	...	...	...	...
Lahore High School ... — Building fund	...	1,695† ...	...	...	...	...	...
Murree-*cum*-Rawal Pindi School — Endowment fund	...	...	...	...	...	...	...
Murree-*cum*-Rawal Pindi School — Building fund	*591 12 8	...	...	670 ...	1,261 12 8	1,172 12 8	89 ...
Henry Lawrence Memorial Asylum, Murree — Endowment fund	1,51,000 ...	...	...	...	...	...	...
Henry Lawrence Memorial Asylum, Murree — Building fund	...	...	...	...	...	...	...
Panjab Girls' School, Simla. — Endowment fund	...	...	...	...	...	...	...
Panjab Girls' School, Simla. — Building fund *b*	46,128 ...	*c* 1,517 ...	...	*d* 4,297 ...	40,314 ...	3,255 ...	43,569 ...
		13,474 11 ...					

a To debit.
b To debit.
c d Their sum has been deducted from b.
e f Their sum has been deducted from a.

* In the statement published with the report for 1870-71, this balance was shewn to be Rs. 109-15-8 which Rev. M. S. Laing says was wrong.
† Return not received yet.

Statement shewing the expenditure of public money during the year 1871-72 on Educational Buildings in Panjab.

Expenditure from Department Public Works Budget.	Rs.	As.	P.	Expenditure from Educational Budget.	Rs.	As.	P.
(*a.*) Repairs	10,477	12	...	(*d.*) Repairs to Government Buildings ...	2,397	13	6
(*b.*) Minor Works (up to Rs. 2,000) ...	7,159	7	2	(*e.*) Minor Government Buildings ...	1,900	...	...
(*c.*) Larger Works (above Rs. 2,000) ...	32,297	13	5	(*f.*) Minor Grants-in-aid (Rs. 1,000 and under)	...	...	...
				(*g.*) Larger grants (above Rs. 1,000) see detail at foot	13,000	11	...
Total from Public Works Department Budget	49,935	...	7	Total from Educational Budget	17,298	8	6
				Grand Total outlay	67,233	9	1

Building grant to Lahore High School ...Rs. 1,695 0 0
" " to Panjab Girls' School, Simla... " 1,517 0 0
" " to Bishop Cotton School, Simla " 9,788 11 0=Rs. 13,000-11-0

Return of Private Donations and Endowments from which aid was received by the Department during the year 1871-72.

Name of Donor.	Description of donation.	Annual Value.			For what period to continue.	For what purpose.
Mirza Hidayat Afza Bahadur ...	Cash. ...	120	...	...	As long as school exists ...	For the pay of teachers of Arab Sorai school.
Nizam-ud-din ...	Do. ...	60	...	...	Do. ...	Ditto ditto.
10 Persons of Faridabad ...	Do. ..	120	...	...	For 1871-72 ...	For expenses of Faridabad school.
116 ,, of Panipat ...	Do. ...	240	...	...	As long as school exists ...	For expenses of Panipat English school.
25 ,, of Jhajjar ...	Do. ...	280	...	..	At will of donors...	For Jhajjar Anglo-Vernacular School.
69 ,, of Gohana ...	Do. ...	261	..	...	Do. ...	For Gohana English School.
40 ,, of Bahadargarh ...	Do. ...	67	...	...	Do. ..	For Bhadargarh English School.
173 ,, of Bhiwani ...	Do. ...	180	...	..	..	For Scholarships in Bhiwani zil' school.
13 ,, of Sirsa District ..	Do. ...	122	...	...	...	For English school Sirsa.
Different Tribes of Sirsa do. ...	Do. ...	479	12	.	...	For Persian and female schools.
Sirdar Jiwan Singh of Buriya, Ambala Dist.	Do. ...	180	...	..	As long as school exists ..	For Buriya school.
18 Persons of Ambala District ...	Do. ...	180	..	...	Do. ...	For Rupar Branch schools.
7 ,, of Do. ...	Do. ..	62	2	6	At will of donors	For Scholarships.
1 ,, of Do. ...	Do. ...	24	...	...	As long as school exists ...	For Buriya school.
10 ,, of Do. ...	Do. ...	104	...	..	Do. ...	For Female schools.
Sirdar Jhanda Singh Butalia Gujranwala Ds.	Do. ...	240	...	...	Do. ..	For Butala school.
31 Persons of Gujranwala District ...	Do. ...	705	...	...	At will of donors..	For English and female schools.
Baba Sampuran Sing Jagirdar Jalandhar Ds.	Do. ...	50	..	..	As long as female schools exist ...	For Female schools in Jalandhar district.
Sirdar Pertab Singh Jagirdar ditto ...	Do. ...	48	..	...	As long as Jagir exists ...	For Scholarships to Rahun zil' school.
29 Persons of Jalandhar District ...	Do. ..	104	5	...	At will of donors	For Scholarship and fees to poor boys.
1,000 ,, of Ditto. ...	Do. ...	665	9	...	...	For Hindu female schools.
Sirdar Shamsher Singh, Amritsar ...	Do. ...	180	...	...	As long as school exists ...	For Raja Sansi English school.
Raja of Kapurthala ...	Do. ...	600	..	...	..	For Female schools Amritsar.
Lambardars and Zaildars of Ajnala Tahsil...	Do. ...	180	...	...	As long as school exists ..	For Ajnala English school.
Sirdar Lal Singh Kalianwala ...	Do. ...	120	...	...	...	For Female school Amritsar.
Durbar Sahib (Sikh Temple) Amritsar ...	Do. ...	120	...	...	...	Ditto.
Lambardars and Zaildars of Tarn Taran ...	Do. ...	180	...	...	As long as school exists ...	For Tarn Taran English school.
Sirdar Shamsher Singh Sandhawalia ...	Do. ..	180	...	..	...	For Female school Amritsar.
Sirdar Kan Singh Attariwala ...	Do. ...	180	...	...	...	Ditto.
Mr. G. Knox, Dy. Commissioner, Delhi ..	Do. ...	300	...	...	At will of donor ...	For half salary of Supdt. Kullu valley
81 Persons of Nurpur ...	Do. ...	49	...	...	...	For Scholarships and rewards in schools.
139 Persons of Hushyarpur ...	Do. ...	433	10	3	...	For fees and books of poor boys.
Lambardars of Pasrur, Jamki, Zaffarwal and Daska ...	Do. ...	840	...	...	As long as schools exists ...	For English schools in their towns.
Residents of Siyalkot District ...	Do. ...	5,504	0	3	As long as female schools exist ...	For female schools.
Zaildars of ditto ...	Do. ...	400	...	...	...	For rewards to pupils in Durbar held at Gurdaspur.
Residents of ditto ...	Do. ...	915	...	...	...	For Medical school.
Do. of Gurdaspur District ...	Do. ...	135	...	...	At will of donor ...	For Schools of District.
24 Persons of Multan ...	Do. ...	102	...	...	As long as school exists ...	For Hindu female school at Multan.
Panches of Dera Ghazi Khan ...	Do. ...	500	...	...	Permanent ...	For Schools of district.
Imam Bakhsh Khan, Rais Rajhan D.G.K. Ds	Do. ...	66	...	..	... ...	Ditto.
2 Raises of Rajanpoor Ditto ...	Do. ...	65	..	...	... ...	Ditto.
15 Persons of Muzaffargar District ...	Do. ..	257	...	...	As long as school exists ...	For Muzaffargarh English school.
38 ,, of Jhang Do. ...	Do. ...	480	...	...	Permanent ...	For Maghiana school.
23 ,, of Do. Do. ...	Do. ...	276	...	...	Do. ...	For Shorkot school.
Amla Sadar and Muffussil of Montgomery District ...	Do. ...	198	...	...	As long as school exists ...	For Montgomery English school.
Lambardars of Montgomery District ...	Do. ...	162	..	...	Do. ..	Ditto.
Shop-keepers and Amla of Googaira Tahsil...	Do. ...	17	8	..	...	For Gogaira school.
Lala Ishri Parshad of Delhi ...	Do. ...	350	...	...	Till end of 1874 ..	For Charkhewala school.
Lala Ishri Parshad, son of Jauhri Mal, Dehli	Do. ...	300	...	..	Do. ...	For Nilka-katra school.
Lala Rami Mal of Dehli ...	Do. ...	600	..	..	Do. ...	For Anglo-Sanskrit school Dehli.
Pandit Sheo Charan do. ...	Do. ...	40	...	..	...	Ditto.
Heirs of Chunna Mal ...	Do. ...	100	...	...	Till end of 1874. ...	Ditto.
10 Persons of Dehli ...	Do. ...	427	...	...	...	Ditto.
Nawab Fazl Ali Khan, Delhi ..	Govt. Promissary N of Rs. 1,70,000 ...	7,286		...	Permanent ...	For extension of education at Dehli.
His Highness Maharaja Dalip Singh ...	Cash ...	500	...	...	During life time of donor ...	Sholarships to Students of Amritsar Zil' school.

Statement showing the position, salary or income of College Students, who matriculated previous to December 1871, and left College during the year 1871-72.

No.	Name.	School from which matriculated.	Year in which matriculated.	Nature of employment.
1	Behari Lal ..	Zillah School, Lahore ...	1867	Is in search of employment.
2	W. A Harris ..	Ditto ...	1866	Do do.
3	Atma Ram, B.A. ...	Zillah School, Amritsar ...	1867	Do do.
4	Shadi Ram ..	Ludiana ...	1868	Dead.
5	Ali Gohar ...	Jallandhur Mission School,	1869	Out of employ.
6	Balmokund ..	Zillah School, Lahore	1869	Joined Roorki College on a scholarship of Rs. 50 per mensem.
7	Bhag Ram ...	Jallandhar Mission School,	1869	Teacher in an aided school on about Rs. 25 per mensem
8	Basant Ram ...	Zillah School, Lahore .	1868	Offg. teacher in Lahore Zillah School.
9	Ganga Ram ..	Zillah School, Amritsar ..	1868	Joined Roorki College on a scholarship of Rs. 50 per mensem.
10	Gulam Muhammad .	Ditto ...	1869	Teacher on Rs. 45, Amritsar Zillah School
11	Gopal Chandar Mukerji ..	Lahore Mission School ...	1868	Joined Medical School.
12	Jassu Ram ...	D. G. Khan Zillah School .	1869	Apprentice in Dy. Commr.'s Office D. G. Khan.
13	Nand Singh ..	Lahore Zillah School ...	1868	Teacher "Rais class" on Rs. 60 in the Lahore Zillah School.
14	Johri Mal ...	St Stephen's College, Delhi,	1867	Teacher in Simla Zillah School on Rs. 40.
15	Sham Nath ..	Delhi Zillah School ..	1869	Computor at Dehra Doon on Rs. 70 per mensem.
16	Maharaj Narain ..	Muradabad School ..	1869	Computor at Dehra Doon on Rs. 70 per mensem.
17	Maharaj Kishen ..	Delhi Zillah School ...	1869	Clerk Railway Department at Amballa.
18	Hukam Chand, M.A.	Ditto ..	1866	Unemployed.
19	Lachman Das B.A....	Ditto ...	1867	Ditto.
20	Manohar Lal ...	Ditto ..	1869	Ditto.
21	Amir Chand ...	Ditto ...	1869	Ditto.
22	Ram Singh ...	Kanpur School ...	1870	Ditto.

Statement showing how the Students who matriculated in 1871 are employed.

No.	Name.	School.	Nature of employment.
1	Sheo Lal ...	Dehli Zil' School ...	Student Delhi College.
2	Alopi Pershad	Ditto ..	Ditto.
3	Bishumber Nath, II.	Ditto ..	Ditto.
4	Sowdagar Lal ...	Ditto ...	Ditto.
5	Bishumbernath ...	Ditto ...	Student Delhi College.
6	Girdhari Lal ...	Ditto ...	Ditto.
7	Dhansing ...	Ditto ...	Ditto.
8	Troylokhan Nath ...	Lahore Zil' school ..	Student Lahore College.
9	Mangu Ram .	Ditto ...	Apprentice Dy. Commr.'s Office, Dera Ghazie Khan.
10	Rullia Ram ...	Ditto ...	Student Lahore College.
11	Kirpa Ram ...	Ditto ..	Assistant Master Amritsar on Rs. 30 per mensem.
12	Surjan Das ...	Ditto ...	Student Lahore College.
13	Balmokand ...	Ditto ...	Ditto.
14	A. Litster ..	Bishop Cotton School Simla	
15	H. Leonard ...	Ditto ..	Left School.
16	C. Davies ...	Ditto ...	
17	C. Matthews ...	Ditto ...	
18	Abdool Azeez ...	Dehli Mission School ...	Student Delhi College.
19	Bhagwan Das ...	Ditto ...	Ditto.
20	Panna Lal ...	Ditto ...	Ditto.
21	Ahmad Beg ...	Ditto ...	Ditto.
22	Muhamad Hussain ..	Ditto ...	Ditto.
23	Kundan Lal ...	Ditto ...	Ditto.
24	Ram Singh ...	Amritsar Mission School ...	Student Lahore College.
25	Sher Singh ...	Ditto ...	Ditto at home.
26	Atar Singh ...	Ditto ...	Ditto at home
27	Dowlat Ram ..	Ditto ...	Student Lahore College.
28	Gurdit Singh ..	Ditto ...	
29	Chajju Singh ...	Ambala Mission School ...	Apprentice in Ambala Treasury.
30	Ishar Das ...	Rawul Pindi Mission ...	Student Lahore College.
31	Lachman Das ...	Ditto ..	Ditto.
32	Charat Singh ...	Ditto ...	Ditto.
33	Jodh Singh ...	Ditto ...	Candidate in Dy. Commr.'s Office.

Statement showing the number of Students of Zil' Schools who have obtained employment during 1871-72.

Name of Zilla Schools.	No. of students who have obtained employment in the Educational Department.	No. of students who have obtained employment in the Civil Department.	No. of students who have obtained employment in other Departments.	Total.	Average salary.		
Dehlie ...	...	...	...	...	...	...	...
Kurnal ...	...	...	...	...	...	...	...
Rewari ...	...	1	...	1	15	...	...
Bhiwani ...	...	...	...	...	...	...	...
Rohtak ...	1	1	4	6	8	13	4
Ropar ...	...	...	...	...	...	...	...
Jagadhri ...	...	...	...	...	...	...	...
Simla ...	...	...	4	4	14	8	...
Lahore ...	2	2	6	10	21	4	9
Gujranwala ...	...	...	...	...	...	...	...
Amritsar ...	5	...	2	7	17	...	...
Battala ...	...	...	...	...	...	...	...
Rahun ...	...	4	...	4	14	4	...
Hushyarpur ...	...	2	1	3	24	...	...
Nurpur ...	...	...	...	...	...	...	...
Jehlam ...	...	...	...	...	...	...	...
Gujrat ...	...	...	2	2	22	8	..
Kohat ...	...	3	3	6	15	2	8
Abbottabad ...	...	1	1	2	12	8	...
Multan ...	2	3	1	6	12	13	4
Dera Ghazie Khan ...	2	...	4	6	14	2	8
Jhang ...	...	...	...	...	...	...	...
Bhera ...	...	...	1	1	6	..	...
Total...	12	17	29	58	15	3	9

Statement showing the number of students of Vernacular Schools who have obtained employment during 1871-72.

District.	No. of students who have obtained employment in the Educational Department.	No. of students who have obtained employment in the Civil Department.	No. of students who have obtained employment in other Departments.	Total.	Average salary.		
Dehlie ...	...	...	9	9	9	...	...
Kurnal ...	3	...	4	7	13	2	3
Gurgaon ...	2	...	8	10	8	..	...
Hissar ...	1	...	...	1	5	..	...
Rohtak ...	...	...	4	4	7	8	...
Sirsa ...	3	1	3	7	12	...	...
Ambala ...	3	...	6	9	7	...	...
Simla ...	...	...	...	...	...	...	...
Ludiana ...	10	1	...	11	10	10	4
Total...	22	2	34	58	9	...	7
Lahore ...	3	...	6	9	11	3	7
Gujranwala ...	1	1	10	12	8	...	...
Firozepur ...	...	2	5	7	6	...	...
Amritsar ...	1	3	12	16	10	12	...
Gurdaspur ...	2	...	19	21	4	...	...
Siyalkot ...	...	...	5	5	13	...	...
Jallandhar ...	1	...	5	6	11	5	4
Hushyarpur ...	3	6	15	24	8	9	4
Kangra ...	3	...	14	17	7	6	...
Total .	14	12	91	117	8	14	8
Rawal Pindi ...	7	1	27	35	7	7	7
Gujrat ...	1	1	1	3	6	5	4
Jehlam ...	4	2	22	28	9	.	7
Peshawar ...	...	...	2	2	8	...	...
Kohat ...	...	...	...	...	...	...	...
Hazara ...	...	...	...	...	...	.	...
Dera Ismail Khan ...	2	...	5	7	5	6	10
Bunnoo ...	1	...	3	4	7	8	...
Total...	15	4	60	79	7	4	9
Multan ...	1	...	10	11	7	1	6
Montgomery ...	1	1	2	4	9	8	.
Muzaffargarh ...	1	...	2	3	8	5	4
Jhang ...	5	...	2	7	7	9	2
Dera Ghazie Khan ...	4	...	...	4	7	1	6
Shahpur ...	1	...	2	3	7	5	4
Total...	13	1	18	32	7	13	1
Grand Total...	64	19	203	286	8	4	2

Statement showing the number of pupils in each class of Zil' Schools at the beginning of, and at the close of, 1871-72.

Name of Schools.	No of pupils in each class at the close of 1870 71														No of pupils in each class at the close of 1871-72												
	Upper school.				Middle school					Lower school					Upper school				Middle school.					Lower school			
	1st class.	2nd do.	3rd do	Total.	1st class	2nd do.	3rd do.	4th do.	Total.	1st class	2nd do	3rd do.	Total.	Grand Total.	9th class	8th do	7th do	Total	6th class	5th class	4th class	3rd class	Total	2nd class	1st class	Total.	Grand Total.
Dehli zil' school .	20	18	25	63		.	..	..	. .				..	63	17	27	65	109	.	.						.	109
,, Chauri middle school					41	31	24	78	177					177					34	35	44	60	173		.		173
,, Anglo Arabic school .			.	.		.		.				..	.	.		.				7	16	35	58	49	95	144	202
Rewari zil' school				..	10	16	14	37	77			..	...	77		.	.		12	9	24	51	96		.	...	96
Karnal ,,				.	3	8	15	8	34					34					5	6	11	19	41		.	.	41
Jagadhri ,, ..				..	8	8	9	11	36			...	..	36					11	9	10	16	46		.	.	46
Ropar ,, .					1	6	7	19	33			...		33					5	7	18	15	45		..		45
Simla ,, .				..		..	11	15	26	13	9	15	37	63						4	4	13	21	15	22	37	58
Bhiwani ,,				.	7	6	8	15	36				.	36					4	7	7	20	38			.	38
Rohtak ,, .				..	7	9	12	20	48			...		48				.	4	6	12	26	48			..	48
Jhajjar ,, .									.	.			.	.			..		...	..	.	.	.		..	..	..
Total .	20	18	25	63	80	84	100	201	467	13	9	15	37	567	17	27	65	109	75	90	146	255	566	64	117	181	856
Lahore zil' school	21	16	17	54	8	14	8	51	81				.	135	16	25	33	74	20	18	23	54	115		..	..	189
,, Oriental school	2	9	19	30	..			.				...		30			46	46		..	.	..	.		..	.	46
Amritsar zil' school	22	7	17	46	14	29	52	74	169			.	...	215	8	16	16	40	24	39	57	123	243		..	..	283
Batala ,,					9	10		37	56			.	.	56					12	.	17	27	56		..	.	56
Hushyarpur ,, ...				.	10	7	9	45	71			..	.	71			14	14	10	19	37	47	107		..	..	121
Rahun ,, ...				.	11	10	19	30	70		.		.	70			.		7	15	14	26	62		.	..	62
Nurpur ,, ..		.		.		4	13	19	36	.		.	..	36					4	7	11	25	47		..	...	47
Gujranwala ,, .					3	7	10	3	23				.	23			.		9	10	8	32	59		..	.	59
Total	45	34	53	130	55	81	160	262	506			..	.	636	24	41	109	174	86	102	167	334	689		.	...	863
Gujrat zil' school					9	4	17	31	61			...		61					7	11	22	62	102		..	.	102
Abbottabad ,, .				.		4	5	14	23	7		14	21	44							4	9	13	19	38	57	70
Kohat ,, ...	.				2	6	9	9	26					26					.	10	5	15	30		.	.	30
Jhelum ,, ...					7	5	20	16	48	23	27	58	108	156					5	10	10	35	60		.	...	60
Total ..					18	19	51	70	158	30	27	72	129	287					12	31	41	121	205	19	38	57	262
Multan zil' school					9	8	12	37	66				..	66					8	5	10	49	72				72
D G Khan ,, .					5	11	20	28	64				..	64					9	11	18	33	71		.	.	71
Jhang ,, .				.	6	4	9	19	38			.	..	38					4	8	19	27	58		.	.	58
Bhera ,, ..				.	2	4	9	21	36					36					2	3	9	27	41		.		41
Total ...					22	27	50	105	204			.	.	204				...	23	27	56	136	242		.	..	242
Grand Total	6[illegible]	52	78	193	175	211	361	741	1,[illegible]	43	36	87	166	1,694	41	68	174	283	196	250	410	846	1,702	83	155	238	2,223